

**THE MANAGEMENT OF CLASSROOM DISCIPLINE BY EDUCATORS AND
HODs OF GAUTENG EAST PRIMARY SCHOOLS**

by

RAYMOND PEACE MAGABE

Submitted in accordance with the requirements for
the degree of

DOCTOR OF EDUCATION

In the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

PROMOTER: PROF EJ VAN NIEKERK

JUNE 2020

DECLARATION

Student number: 48196746

I declare that the **THE MANAGEMENT OF CLASSROOM DISCIPLINE BY EDUCATORS AND HODs IN PRIMARY SCHOOLS OF GAUTENG EAST DISTRICT** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

A handwritten signature in black ink, appearing to read 'R P Magabe', is written over a horizontal dotted line.

SIGNATURE

(Mr R P MAGABE)

25 June 2020

DATE

ACKNOWLEDGEMENTS

My sincere gratitude and appreciation to the following people:

1. My supervisor, Professor EJ Van Niekerk, for his invaluable expert guidance and continued support and advice throughout the study. His constructive remarks and comments on each phase of the research work were developmental and have contributed to the fruitful outcomes of this thesis. He has taken much care of me as a growing researcher through his encouraging attitude and remarks. His professionalism is outstanding.
2. The Gauteng Department of Education and the Gauteng East District for having allowed me to gain access to the various schools in Gauteng East.
3. GOD who is always there to encourage me to persevere.
4. My wife, Anna Maferete, and my two children: Itireleng, my daughter, and my son, Tshiamo, for their patience and sacrifice.

DEDICATION

This thesis is dedicated to my late mother, Sapphira Itireleng Magabe, for her kind words and inspiration. She has always believed in my potential in education. It is also dedicated to my wife, Maferete Rantamo Magabe, who always encouraged and supported me throughout the study. Last but not least, to my son, Tshiamo, and my daughter, Itireleng, of whom I am proud. They are always inspired by my hard work.

ABSTRACT

Classroom discipline is one of the pillars of good education globally. This study aimed to determine the role of teachers and HODs in maintaining effective classroom discipline among learners in selected primary schools in Gauteng East. The research question set by the researcher to gather the relevant information was: How does a purposively selected group of primary school HODs and teachers in the Gauteng East District view their experiences, skills and knowledge of classroom discipline and management in a post-corporal punishment era, as explored through a qualitative study using multiple techniques of data gathering? The researcher sought to determine how classroom discipline and management took place and which strategies teachers and HODs could adopt for effective classroom discipline and management. A qualitative research approach was employed for the empirical inquiry carried out at the selected research sites. Information about classroom discipline and management strategies was gathered from selected participants, made up of 24 teachers and six HODs from six primary schools. This was achieved using semi-structured interviews, focus group interviews, document analysis and observation tools. The study revealed that all the selected participants were applying the reactive or punitive disciplinary approach rather than a proactive or positive approach. The literature review on the causes of poor classroom discipline and management, along with the research-based behavioural strategies and the empirical enquiry in the selected schools, allowed the researcher to critically assess the current disciplinary strategies implemented by teachers and HODs in Gauteng East primary schools and to make meaningful recommendations for improvement of discipline and classroom management. The main recommendations entail that teachers and HODs extend their horizons in order to be able to use the three models of control proposed by Wolfgang and Glickman in their classrooms. Use of the three models would aid them in exercising effective and meaningful classroom discipline and in utilising the strategies emanating from the research on effective classroom management. These main recommendations are further extended in the additional recommendations put forward.

KEY WORDS

Role of teachers and HODs in classroom discipline; effective discipline; positive discipline; primary schools; discipline management; classroom management; learner behaviour; leadership; education management

OPSOMMING

Klaskamerdisipline is wêreldwyd een van die hoekstene van goeie onderwys. Hierdie studie is uitgevoer om die rol van onderwysers en departementshoofde in die doeltreffende handhawing van klaskamerdisipline by leerders in uitgesoekte laerskole in Gauteng-Oos te bepaal. Die navorsingsvraag wat deur die navorser gestel is om die tersaaklike inligting in te samel, was: Hoe beskou 'n doelbewus gekose groep laerskooldepartementshoofde en laerskoolonderwysers in die Gauteng-Oos-distrik hul ervarings, vaardighede en kennis van klaskamerdisipline en -bestuur in 'n post-lyfstraf-era, soos ondersoek in 'n kwalitatiewe studie met behulp van verskeie data-insamelingstegnieke? Die navorser het gepoog om te bepaal hoe klaskamerdisipline en -bestuur plaasgevind het en watter strategieë deur onderwysers en departementshoofde aangewend kan word vir doeltreffende klaskamerdisipline en -bestuur. 'n Kwalitatiewe navorsingsbenadering is gevolg vir die empiriese ondersoek wat by die gekose navorsingsplekke uitgevoer is. Inligting oor klaskamerdisipline en -bestuurstrategieë is verkry van gekose deelnemers bestaande uit 24 onderwysers en ses departementshoofde van ses laerskole. Dit is gedoen deur halfgestruktureerde onderhoude, fokusgroeponderhoude, dokumentontleding en waarnemingshulpmiddele te gebruik. Die studie het getoon dat al die gekose deelnemers die reaktiewe of strafbenadering tot dissipline gevolg het, eerder as 'n proaktiewe of positiewe benadering. Die literatuuroorsig oor die oorsake van swak klaskamerdisipline en -bestuur, tesame met die navorsingsgebaseerde gedragstrategieë en die empiriese ondersoek in die geselekteerde skole, het dit vir die navorser moontlik gemaak om die huidige dissiplinêre strategieë wat deur onderwysers en departementshoofde in laerskole in Gauteng-Oos geïmplementeer word, krities te assesser en om sinvolle aanbevelings vir die verbetering van dissipline en klaskamerbestuur te doen. Die vernaamste aanbevelings behels dat onderwysers en departementshoofde hul horisonne moet verbreed sodat hulle in staat sal wees om die drie modelle van beheer wat deur Wolfgang en Glickman voorgestel word, in hul klaskamers te gebruik. Die gebruik van die drie modelle sal hulle help om doeltreffende en sinvolle klaskamerdisipline te beoefen, en om die strategieë wat uit die navorsing oor doeltreffende klaskamerbestuur voortspruit, te gebruik. Hierdie hoofaanbevelings word verder uitgebrei in die bykomende aanbevelings wat gemaak is.

SLEUTELWOORDE

Rol van onderwysers en departementshoofde in klaskamerdisipline; doeltreffende disipline; positiewe disipline; laerskole; disiplinebestuur; klaskamerbestuur; leerdergedrag; leierskap; onderwysbestuur

KAKARETSO

Kgalemo ka phaposing ya ho rutela ke e nngwe ya ditshiya tsa thuto e hantle lefatsheng ka bophara. Phuputso ena e ne e reretswe ho tseba boikarabello ba matitjhere le Dihlooho tsa mafapha (di-HOD) ba ho boloka kgalemo e sebetsang phaposing ya ho rutela hara baithuti dikolong tse kgethilweng tsa mathomo Gauteng Botjhabela. Potso ya patlisiso e entsweng ke mofuputsi ho bokella tlhahisoleseding e nepahetseng e ne e le hore na: Sehlopha se kgethilweng ka boomo sa dihlooho tsa mafapha (di-HOD) le matitjhere a Setereke sa Gauteng Botjhabela se bona boiphihlelo ba sona jwang, bokgoni le tsebo tsa kgalemelo ya phaposing ya ho rutela le tsamaiso nakong ya kamora nako ya ho tloswa ha ho shapuwa ha baithuti jwalo ka ha ho hlalohjwa ka phuputso ya boleng ho sebediswa mekgwa e mengata ya ho bokella datha? Mofuputsi o ile a batla ho tseba hore na kgalemo ya phaposing ya ho rutela le tsamaiso di etsahetse jwang le hore na ke mawa afe ao matitjhere le dihlooho tsa mafapha (di-HOD) ba ka a sebedisang bakeng sa kgalemo e sebetsang ya phaposing ya ho rutela le tsamaiso. Mokgwa wa ho etsa dipatlisiso wa boleng o ile wa sebediswa bakeng sa patlisiso ya tlhahlobo e entsweng dibakeng tsa patlisiso tse kgethilweng. Tlhahisoleseding mabapi le kgalemo ya phaposing ya ho rutela le maano a tsamaiso e ile ya bokellwa ho tswa ho bankakarolo ba kgethilweng, ba entsweng ka matichere a 24 le dihlooho tsa mafapha (di-HOD) tse tsheletseng dikolong tse tsheletseng tsa mathomo. Sena se fihletswe ka dipuisano tse batlang di hlophisitswe, dipuisano tsa sehlopha se kgethilweng, manollo ya ditokomane le disebediswa tsa temoho. Phuputso e senotse hore bankakarolo bohle ba kgethilweng ba ne ba sebedisa mokgwa wa kgalemo o sebetsang kapa o fanang ka kotlo ho fapana le mokgwa o sebetsang kapa o nepahetseng. Tlhahlobo ya dingodilweng ka disosa tsa boitshwaro bo bobe ba phaposing ya ho rutela le tsamaiso, hammoho le maano a boitshwaro a ipapisitseng le dipatlisiso tse matla dikolong tse kgethilweng, e dumelletse mofuputsi ho lekola ka botebo maano a kgalemo a tshebetsong a sebediswang ke matitjhere le dihlooho tsa mafapha (di-HOD) dikolong tsa mathomo tsa Gauteng Botjhabela le ho etsa ditlhahiso tse nang le moelelo bakeng sa ntlafatso ya boitshwaro le tsamaiso ya phaposi ya ho rutela. Ditlhahiso tsa mantlha di kenyeletsa hore matitjhere le dihlooho tsa mafapha (di-HOD) ba batle mekgwa e meng eo ba ka sebedsanang le sena ka yona e le hore ba kgone ho sebedisa dimmotlolo tse tharo tsa taolo tse hlalisitsweng ke Wolfgang le Glickman diphaposing tsa bona tsa ho rutela. Tshebediso ya dimmotlolo tse tharo e ka ba thusa ho sebedisa kgalemo e sebetsang le e nang le moelelo phaposing ya ho rutela le ho sebedisa maano a tswang dipatlisisong a mabapi le tsamaiso e sebetsang ya phaposi ya ho rutela.

Ditlhahiso tsena tsa mantlha di boetse di atoloswa ho feta ditlhahisong tsa tlatsetso tse hlahisitsweng.

MANTSWE A SEHLOOHO

Boikarabello ba matitjhere le dihlooho tsa mafapha (di-HOD) kgalemong ya phaposing ya ho rutela; kgalemo e sebetsang; kgalemo e hantle; dikolo tsa mathomo; tsamaiso ya kgalemo; tsamaiso ya phaposi ya ho rutela; boitshwaro ba baithuti; boetapele; tsamaiso ya thuto

CONTENT PAGES

DECLARATION.....	i
ACKNOWLEDGEMENTS	ii
DEDICATION.....	iii
ABSTRACT.....	iv
KEY WORDS.....	v
LIST OF ABBREVIATIONS	xxii

CHAPTER 1

ORIENTATION TO THE STUDY

1.1	INTRODUCTION.....	1
1.2	BACKGROUND TO THE STUDY	2
1.2.1	The South African context.....	2
1.2.2	The South African Constitution (1996)	5
1.2.3	The National Education Policy Act of 1996	6
1.2.4	The South African Schools Act (84 of 1996)	6
1.2.5	Alternatives to corporal punishment in South Africa.....	7
1.3	THE RESEARCH PROBLEM	7
1.4	RESEARCH QUESTION.....	8
1.5	AIM OF THE RESEARCH.....	9
1.6	SIGNIFICANCE OF THE STUDY	9
1.7	THEORETICAL FRAMEWORK	10
1.8	RESEARCH DESIGN AND METHODOLOGY.....	10
1.8.1	Literature study	10
1.8.2	Research design	11
1.8.3	Population	12
1.8.4	Sampling of schools and participants.....	13
1.8.5	Data collection and analysis.....	15
1.8.5.1	Document analysis.....	15
1.8.5.2	Interviews.....	16
1.8.5.3	Observation	17
1.8.6	Data analysis	18

1.8.7	Trustworthiness of the study	18
1.8.8	Ethical measures.....	18
1.9	DEFINITIONS OF THE KEY CONCEPTS	18
1.10	STRUCTURE OF THE THESIS.....	19
1.11	CONCLUSION.....	20

CHAPTER 2

MODELS OF CLASSROOM DISCIPLINARY PRACTICES

2.1	INTRODUCTION.....	21
2.2	CONTEXTUALISING THE INTERNATIONAL PERSPECTIVE OF BANNING CORPORAL PUNISHMENT IN SCHOOLS	22
2.2.1	International perspectives	22
2.2.2	South African perspective.....	25
2.3	THE CONSEQUENCES OF BANNING CORPORAL PUNISHMENT FROM SOUTH AFRICAN SCHOOLS.....	26
2.4	FUNCTIONS OF CLASSROOM DISCIPLINE.....	29
2.4.1	Developing appropriate morals and values.....	29
2.4.2	Facilitating teaching.....	30
2.4.3	Promoting good citizenship	30
2.5	THE RECENT FOCUS ON POSITIVE DISCIPLINE.....	30
2.5.1	The learner/student level	31
2.5.2	At the classroom level.....	31
2.5.3	At the school level.....	32
2.6	CLASSROOM DISCIPLINE MODELS	32
2.6.1	Earlier models of classroom discipline	32
2.6.1.1	Fritz Redl and William Wattenberg: Discipline through influencing group behaviour	33
2.6.1.2	B.F. Skinner: Discipline through shaping desired behaviour	33
2.6.1.3	Lawrence Kohlberg: Stages of moral development	34
2.6.1.4	Jacob Kounin: Improving discipline through lesson management	34
2.6.1.5	Haim Ginott: Discipline through congruent communication	35
2.6.1.6	Rudolf Dreikurs: Discipline through democratic teaching	36
2.6.1.7	Lee and Marlene Canter: Discipline through assertive tactics	36

2.6.1.8	Thomas Gordon: Discipline through inner self control	37
2.6.2	An elaboration on four foundational models	37
2.6.2.1	The Redl and Wattenberg Model (discipline by dealing with groups)	37
2.6.2.1.1	Redl and Wattenberg's principal concepts on teaching	39
2.6.2.2	The Neo-Skinnerian model (discipline by shaping desired behaviour)	41
2.6.2.2.1	Skinner's principal concepts of teaching.....	42
2.6.2.2.2	Beneficial aspects of behaviour modification.....	43
2.6.2.3	The Ginott model (discipline by congruent communication)	44
2.6.2.3.1	Ginott's principal concepts regarding teaching	46
2.6.2.4	The Kounin model (discipline through classroom management)	47
2.6.2.4.1	Kounin's principal concepts on teaching	48
2.6.3	Recent classroom disciplinary models	50
2.6.3.1	Jones's Positive Discipline model	50
2.6.3.2	Curwin and Mendler's model: Discipline with dignity	51
2.6.3.3	William Glasser: Discipline guided by choice theory	51
2.6.3.4	Barbara Coloroso: Responsibility and inner discipline	52
2.6.3.5	Alfie Kohn: Beyond Discipline	52
2.6.3.6	Wolfgang's three phases of discipline models	53
2.6.3.6.1	The Relationship-Listening (RL)	53
2.6.3.6.2	The Confronting-Contracting (CC).....	53
2.6.3.6.3	The Rules and Consequences (RC)	53
2.7	A SUMMARY OF THE ROLE OF THE EDUCATOR IN MAINTAINING CLASSROOM DISCIPLINE	54
2.7.1	Environmental	55
2.7.2	Personal	56
2.7.3	Behavioural	56
2.7.4	Social.....	57
2.8	CONCLUSION	57

CHAPTER 3

DISCIPLINE FROM THE PERSPECTIVE OF CLASSROOM MANAGEMENT

3.1	INTRODUCTION	58
3.2	THE RELATION BETWEEN CLASSROOM MANAGEMENT AND DISCIPLINE.....	58
3.3	CLASSROOM MANAGEMENT FUNCTIONS WHICH ENHANCE A DISCIPLINED CLASSROOM ENVIRONMENT	60
3.3.1	Planning and classroom discipline	60
3.3.1.1	Lesson planning, preparation and execution and classroom discipline	60
3.3.1.2	Facilitative tasks and classroom discipline	61
3.3.1.3	Maintenance tasks and classroom discipline	62
3.3.2	Organizing and classroom discipline	63
3.3.2.1	Classroom routines	63
3.3.2.2	Rearrangement of seating.....	64
3.3.3	Leadership and classroom discipline	65
3.3.3.1	Leadership styles	65
3.3.3.1.1	Democratic leadership style.....	65
3.3.3.1.2	Autocratic leadership style.....	66
3.3.3.1.3	Laissez-faire leadership style.....	66
3.3.3.1.4	Chameleon leadership style	67
3.3.3.1.5	Crisis leadership style	67
3.3.3.2	Leadership models.....	67
3.3.3.3	Leadership and establishing desirable values for mutual respect	69
3.3.4	Classroom climate and discipline.....	69
3.3.5	Development and empowerment of learners to enhance sound discipline.....	70
3.3.5.1	Empowerment.....	70
3.3.5.1.1	Initiating.....	70
3.3.5.1.2	Assigning tasks.....	71
3.3.5.1.3	Control over implementation	71
3.3.5.2	Learner development	71
3.3.5.2.1	Learner guidance.....	72
3.3.5.2.2	Learner decision-making	72

3.3.6	Policy-making and classroom discipline.....	72
3.3.7	Control and classroom discipline.....	74
3.3.7.1	Models of control	74
3.3.7.1.1	Interventionist model	74
3.3.7.1.2	Non-interventionist model	74
3.3.7.1.3	Inter-actionalist model	75
3.3.7.2	Classroom rules	76
3.3.7.3	Timing of reactive and proactive control measures in the classroom.....	77
3.4	COMMUNICATION AS COMPONENT OF CLASSROOM MANAGEMENT AND ITS ROLE IN MAINTAINING DISCIPLINE	79
3.4.1	Verbal communication skills	79
3.4.1.1	Volume.....	79
3.4.1.2	Tone	80
3.4.1.3	Emphasis	80
3.4.1.4	Pitch	80
3.4.1.5	Timing.....	80
3.4.2	Non-verbal communication skills	81
3.4.2.1	Eye contact	81
3.4.2.2	Facial expression.....	82
3.4.2.3	Gestures	82
3.4.2.4	Movements and appearance	83
3.5	CONFLICT MANAGEMENT AS A COMPONENT OF CLASSROOM MANAGEMENT	84
3.5.1	Conflict management in the primary school.....	85
3.5.1.1	Disruptive behaviour.....	85
3.5.1.2	Fighting.....	85
3.5.1.3	Rudeness	86
3.6	STRESS MANAGEMENT AND ITS IMPACT ON CLASSROOM DISCIPLINE.....	86
3.6.1	Strain	87
3.6.2	Burnout.....	88
3.6.3	Causes of teacher stress	88
3.6.4	Teacher responses to stress.....	89

3.6.5	Coping strategies	90
3.6.5.1	Social Emotional Learning Program.....	90
3.7	CONCLUSION.....	91

CHAPTER 4

RESEARCH METHODOLOGY AND DESIGN

4.1	INTRODUCTION.....	93
4.2	AIM OF THE RESEARCH.....	93
4.3	RESEARCH DESIGN AND METHODOLOGY.....	94
4.3.1	Literature study.....	95
4.3.2	Research design	95
4.3.2.1	Population	97
4.3.2.2	Sampling of sites and participants.....	97
4.4	DATA COLLECTION	100
4.4.1	Interviews.....	100
4.4.2	Observation	102
4.4.3	Document analysis.....	103
4.5	DATA ANALYSIS	104
4.6	TRUSTWORTHINESS OF THE STUDY.....	105
4.7	ETHICAL REQUIREMENTS	106
4.8	CONCLUSION.....	108

CHAPTER 5

RESEARCH FINDINGS: ANALYSIS AND DISCUSSION

5.1	INTRODUCTION.....	110
5.2	RESEARCH FINDINGS	112
5.2.1	Background of schools selected for the research sample.....	112
5.2.2	Background information of participants	113
5.2.2.1	School Heads of Department	114
5.2.2.2	Teachers	115

5.3	THE FACTORS IMPACTING ON THE LACK OF CLASSROOM DISCIPLINE AMONG LEARNERS IN PRIMARY SCHOOLS IN THE GAUTENG EAST DISTRICT.....	119
5.3.1	Overcrowding	119
5.3.2	Poor classroom attendance by teachers.....	121
5.3.3	Home background of learners.....	123
5.3.4	Parental involvement	126
5.3.5	Discrimination against learners	129
5.3.6	Peer pressure.....	130
5.3.7	Lack of learner motivation	132
5.3.8	Differentiation of tasks.....	134
5.3.9	Poor infrastructure and resources	136
5.4	THE FACTORS CAUSING POOR CLASSROOM MANAGEMENT BY TEACHERS IN PRIMARY SCHOOLS IN THE GAUTENG EAST DISTRICT.....	138
5.4.1	Poor planning (lesson planning).....	138
5.4.2	Classroom control.....	140
5.4.3	Classroom rules	142
5.4.4	Classroom organization	144
5.4.5	Lack of resources.....	146
5.4.6	Lack of support from the SMT	149
5.4.7	Classroom climate	151
5.4.8	Stress management.....	152
5.4.9	Conflict management	156
5.5	THE CURRENT DISCIPLINARY STRATEGIES ADOPTED BY PRIMARY SCHOOL TEACHERS AND HODS IN THE GAUTENG EAST DISTRICT TO MAINTAIN EFFECTIVE CLASSROOM DISCIPLINE AND MANAGEMENT.....	161
5.5.1	Parent-teacher conferences (grade meetings).....	161
5.5.2	Parents meetings.....	162
5.5.3	Making use of classroom rules	164
5.5.4	Reward good behaviour	170
5.5.5	Instil positive morals and values	173
5.5.6	Problem-solving approach.....	174

5.5.7	Extra homework and reading	175
5.5.8	Open communication (Private talks)	176
5.5.9	Non-verbal communication	179
5.5.10	Corporal punishment	182
5.6	CONCLUSION	185

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1	INTRODUCTION	186
6.2	A SUMMARY OF THE LITERATURE RESEARCH ON THE ROLE OF TEACHERS AND HODs IN MAINTAINING CLASSROOM DISCIPLINE AND MANAGEMENT	187
6.2.1	Teachers as leaders in classroom discipline	187
6.2.1.1	Discipline models for use by teachers	187
6.2.1.2	Alternative strategies for classroom discipline	192
6.2.2	Teachers as leaders in classroom management	193
6.2.2.1	Management models used by teachers	193
6.2.2.2	Alternative strategies for classroom management	194
6.3	FACTORS THAT IMPACT ON THE LACK OF CLASSROOM DISCIPLINE AMONG LEARNERS IN PRIMARY SCHOOLS IN THE GAUTENG EAST DISTRICT.....	197
6.3.1	Overcrowding	197
6.3.2	Poor classroom attendance	197
6.3.3	Home background	197
6.3.4	Lack of parental involvement.....	198
6.3.5	Discrimination against learners	198
6.3.6	Peer pressure.....	198
6.3.7	Lack of learner motivation	198
6.3.8	Lack of differentiation of tasks	199
6.3.9	Poor infrastructure	199
6.4	FACTORS THAT HAVE AN IMPACT ON THE LACK OF CLASSROOM MANAGEMENT AMONG TEACHERS IN PRIMARY SCHOOLS IN THE GAUTENG EAST DISTRICT	199

6.4.1	Poor planning (lesson planning)	200
6.4.2	Classroom control.....	200
6.4.3	Classroom rules	200
6.4.4	Classroom organization	201
6.4.5	Lack of resources.....	201
6.4.6	Lack of support from the SMT	202
6.4.7	Classroom climate	202
6.4.8	Stress management.....	203
6.4.9	Conflict management	203
6.5	DISCIPLINARY STRATEGIES CURRENTLY ADOPTED BY PRIMARY SCHOOL TEACHERS AND HODS IN THE GAUTENG EAST DISTRICT IN ORDER TO MAINTAIN EFFECTIVE CLASSROOM DISCIPLINE AND MANAGEMENT	204
6.5.1	Parent-teacher conferences (grade meetings).....	204
6.5.2	Parents meetings.....	204
6.5.3	Making use of classroom rules	205
6.5.4	Reward good behaviour	206
6.5.5	Instil positive morals and values.....	206
6.5.6	Problem-solving approach.....	206
6.5.7	Extra homework and reading	207
6.5.8	Open communication (Private talks)	207
6.5.9	Non-verbal communication	207
6.5.10	Corporal punishment	207
6.6	RESEARCH CONCLUSIONS	208
6.6.1	Research question 1.....	208
6.6.2	Research question 2.....	208
6.6.3	Research question 3.....	209
6.6.4	Research question 4.....	209
6.6.5	Research question 5.....	209
6.7	REVISITING THE THEORETICAL FRAMEWORK	209
6.8	RECOMMENDATIONS FROM THE STUDY	211
6.8.1	Main recommendations	211
6.8.1.1	Interventionist model (Paragraph 3.3.7.1)	211
6.8.1.2	Inter-actionalist model (Paragraph 3.3.7.1).....	212

6.8.1.3	Non-interventionist model (Paragraph 3.3.7.1)	213
6.8.2	Additional recommendations	215
6.9	LIMITATIONS OF THE STUDY	217
6.10	AVENUES FOR FURTHER RESEARCH.....	217
6.11	CONCLUSION	218
BIBLIOGRAPHY		219

APPENDICES

APPENDIX A

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN GAUTENG EAST DISTRICT PRIMARY SCHOOLS	241
--	------------

APPENDIX B

A LETTER REQUESTING AN ADULT TO PARTICIPATE IN AN INTERVIEW (HOD)	243
--	------------

APPENDIX C

A LETTER REQUESTING AN ADULT TO PARTICIPATE IN A FOCUS GROUP INTERVIEW (Teacher)	246
---	------------

APPENDIX D

A LETTER REQUESTING PARENTAL CONSENT FOR PARTICIPATION OF MINORS IN THE RESEARCH STUDY	249
---	------------

APPENDIX E

A LETTER REQUESTING ASSENT FROM A CHILD/LEARNER IN PRIMARY SCHOOL TO PARTICIPATE IN THE RESEARCH STUDY	251
---	------------

APPENDIX F

FOCUS GROUP INTERVIEW GUIDE FOR TEACHERS	253
---	------------

APPENDIX G

INTERVIEW GUIDE FOR HODs	254
---------------------------------------	------------

APPENDIX H

OBSERVATION TOOL FOR TEACHERS	256
--	------------

APPENDIX I

OBSERVATION TOOL FOR HODs	260
--	------------

APPENDIX J

LANGUAGE EDITING	264
-------------------------------	------------

APPENDIX K

ETHICAL CLEARANCE CERTIFICATE	265
--	------------

LIST OF TABLES

Table 3.1: A comparison of discipline in teacher-centred and in person-centred classrooms.....	68
Table 3.2: Classroom Management Models	75
Table 5.1: Factors impacting on a lack of classroom discipline	111
Table 5.2: Factors impacting on a lack of efficient classroom management.....	111
Table 5.3: Disciplinary strategies	112
Table 5.4: Schools according to responsible authority and status of School Heads	113
Table 5.5: Characteristics of HODs	114
Table 5.6: Teachers in focus group W	115
Table 5.7: Teachers in focus group X	116
Table 5.8: Teachers in focus group Y.....	117
Table 5.9: Teachers in focus group Z.....	118

LIST OF ABBREVIATIONS

NEPA	National Education Policy Act
SASA	South African Schools Act
SAC	South African Constitution
HODs	Heads of Departments
SMT	School Management Team
DoE	Department of Education
DBE	Department of Basic Education
GDE	Gauteng Department of Education
GED	Gauteng East District
UNESCO	United Nations Educational Scientific and Cultural Organisation
CASEL	Centre for Academic, Social, Emotional Learning
SEL	Social Emotional Learning
QLTC	Quality of Learning and Teaching Campaign
FLC	Foundation for Learning Campaign
SGB	School Governing Body
OBE	Outcomes Based Education
CAPS	Curriculum Assessment Policy Statement
CPD	Continuous Professional Development

CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The South African Constitution (South Africa, 1996b:7) endorsed children's rights to free and fair education founded on the fundamental principles of human dignity, freedom and equality. Meaningful education can take place only in a safe and secure environment. Schools should therefore provide an environment that is supportive of learning so that children's rights to education can be honoured. According to Stewart (2008:10), it is through education that children grow happily and become curious. Children further become self-disciplined if they are being educated in a conducive learning and teaching environment. Moreover, classroom discipline is fundamental to teaching and learning, while teachers should create positive teacher-learner relationships in the classroom. These teacher-learner relationships entail a two-way communication between teachers and learners (Stewart, 2008:10).

Oosthuizen, Roux and Van der Walt (2003:373) argue that teachers' application of classroom discipline should be aimed at curbing and remediating poor behaviour and supporting learners' positive development instead of being corporal, brutal or demeaning. According to Galvin, Mercer and Costa (1994:59) and Squelch (2006:247-266), appropriate social behaviour of children should be reinforced and effectively taught in schools in order to maintain good discipline. Oosthuizen et al. (2003:373) maintain that "it is the responsibility of teachers to ensure that, when managing classroom discipline, learners should feel emotionally comfortable and physically safe so that they could (sic) develop self-discipline (intrinsic discipline) and accountability in their actions". However, exercising positive and constructive control over learners, along with addressing violence and disruptive behaviour in South African schools has been a significant challenge for teachers since corporal punishment was abolished in 1994. Di Giulio (2000:4) states: "The hardest part is not teaching subject matter; it is maintaining classroom discipline." Experienced teachers would agree with this observation because good teaching and learning cannot take place in a chaotic classroom (Okoroafor, 2006:75).

In the next section, the various reports based on the classroom management context of maintaining discipline after corporal punishment was abolished will be discussed.

1.2 BACKGROUND TO THE STUDY

It is important to examine the quality of teaching and learning following the abolition of corporal punishment in South African schools.

1.2.1 The South African context

The quality of teaching and learning is currently being compromised by the increasing and ongoing violence in South African schools. Media statements confirm the prevalence of violence in schools in reports, such as those dealing with schoolboys stabbing each other and learners engaging in various forms of cruel and offensive behaviour (Aziza, 2001:88). Violence upsets the school environment and puts educational processes at risk (Ngqela & Lewis, 2012:87). As stated by Gottfredson and Gottfredson (2001:315), if a school is not disciplined, most of its learners turn to causing disruption and trouble. The victims of brutality in violent situations are most often young people (Schoeman, 2010:9).

While the South African Schools Act (84 of 1996) (South Africa, 1996a: A-47) proclaims the right of all children to education, the culture of violence creates an environment that is not conducive to learning, but instead hinders the application of this right. A culture of violence, especially in primary schools, prevents teaching and learning from taking place in a positive atmosphere. It is therefore extremely important for schools to provide a safe environment, thereby ensuring that learners are able to learn effectively (Ngqela & Lewis, 2012:87). Children who are exposed to a violent environment tend to adopt aggressive behaviour (Benjamin, 2011a: 5). A child learns best in a safe and supportive learning environment. Research on child development indicates that self-esteem is of vital importance for children's emotional development and successful growth (Gwirayi & Shumba, 2007:119). Learners whose self-esteem is healthy are confident and independent at school, cooperating and taking responsibility for their actions. Positive discipline promotes the development of healthy self-esteem, which is evident when children can control their own behaviour (Hue & Wai-Shing, 2008:120). This means that children should be made aware that they are accountable for their own actions. However, this is not the case with the application of discipline that is based on the use of power, because this merely conditions learners to behave positively when there is someone present to mete out punishment. It is therefore important to list positive disciplinary

alternatives for consideration when classroom discipline is discussed (Hue & Wai-Shing, 2008:120).

According to Chisholm (2007:102), prior to 1994, teachers used corporal punishment to maintain control. However, as decreed by the South African Constitution, the preservation of children's rights and respect should be enforced in schools. This law saw to it that corporal punishment was abolished. Schools are now obliged to devise functional alternative measures to deal with undisciplined learners. Teachers should treat learners with respect, while at the same time developing adequate and meaningful procedures for dealing with disciplinary matters without infringing on children's rights (Chisholm, 2007:102).

Press reports of undisciplined learners in South African schools since 1994 are on the increase (Thompson, 2002:195); there have even been allegations of learners murdering fellow-learners on school premises (Harber, 2001:261; Zulu, Urban & Van der Walt, 2004:170). These cases have led to serious concerns about the current safety measures conducted in classrooms and schools. Learners in Qwa-Qwa stopped going to school for a couple of days around June 2011, according to the *Tau Newspaper*, because of violent situations in the area (Tau, 2011:23). Furthermore, there were reports in May 2011 of a seven-year-old boy who had to start taking anti-retroviral treatment after being raped during school hours (Sifile, 2011:10). Because of gang-related violence in Delf, a small town in South Africa, parents were forced to accompany their children to the local secondary school every day and back. Shockingly, a 15-year-old learner was brutally stabbed by other learners during a fight at this particular school (Bezuidenhout, 2011:45). Learners were being expelled or suspended almost every day for theft, verbal and physical attacks, substance abuse, and watching phonography (Savage & Savage, 2010: 88).

School violence has a negative effect on teaching and learning (Zulu *et al.*, 2004:170). Schoeman (2010:54) states that most young children become either perpetrators or victims due to being exposed to these violent situations. Although seemingly an international problem, most South African youths commit crime to gain status (Pelser, 2008:14). In order to become the center of attraction or to be accepted within the peer group, they have to steal something of value like a car, stab someone or commit even worse crimes. Therefore, this form of coping mechanism turns out to be adaptive in that children are unconsciously shutting out natural events and are no longer capable of recalling traumatic incidents that have been erased from

their memories, thoughts, and feelings (Benjamin, 2011b:10). In other words, they get used to these violent situations. Benjamin (2011b:10) further points out that many children's brain functioning is hyperactive to ensure their survival. This hyper-alertness hinders learning, because the brain remains in constant 'overdrive'. It follows then that children become aggressive and are easily affected by unimportant matters, which result in high-risk behaviour generated by the need for immediate gratification. Moreover, if the causes and effects of violence on learners were better understood, it would enable role-players to develop interventions to assist learners affected by violence (Schoeman, 2010:54). These interventions are essential, as nearly 31.4% of South Africa's population is under the age of 15 years (Statistics South Africa, 2015:56). During early adolescence, young people undergo social, emotional and cognitive development, and there is still the opportunity of altering the existing anti-social behaviour (Schoeman, 2010:54).

According to the South African Schools Act 84 of 1996 (South Africa, 1996a: A-47), schooling is mandatory for all children between the ages of 7 and 15 years. However, this right is rendered meaningless if the school environment is not conducive to teaching and learning and is not danger-free, which should be facilitated by teachers, parents, children, citizens, and community members. Without a healthy and safe environment in which learners can flourish, schools cannot help children develop to their full potential (De Villiers & Pretorius, 2011:574).

A possible reason for the persistence of poor learner-teacher relationships is a lack of both relevant knowledge and the required skills when it comes to the effective use of adequate alternatives to corporal punishment. A significant and growing number of teachers experience stress and depression, which has a negative effect on the school environment and jeopardizes the educational processes (Ngqela & Lewis, 2012:87). Perhaps the most challenging task that most teachers face is that of educating learners about democracy. That is, the main challenge for most teachers is ensuring that learners grasp the fact that democracy does not mean that one has the right to do whatever one pleases; there are rules to be followed. For example, freedom of expression goes hand in hand with the responsibility of respecting the views expressed by others and also ensuring that the learning and teaching environment encourages freedom of expression. The call for the restoration of the culture of learning in schools will not yield the desired outcomes unless teachers maintain a classroom climate that protects every learner's human rights. In this regard, teachers' personalities, philosophy and teaching styles influence

their approach to classroom management as well as to the way in which they maintain discipline in their classrooms (Ornstein, 1990:58).

According to Chisholm (cited in Maphosa & Shumba, 2010:387), the issue of children's rights in relation to disciplinary measures is critical to the provision of modern education. However, these rights have limitations: the rights of one individual should not interfere with the rights of another. Masitsa (2008:240) points out that some learners are involved in criminal activities that could harm teachers and other learners, thereby jeopardizing both teaching and learning activities. Nevertheless, teachers should act professionally and conduct disciplinary measures that are necessary and unaggressive in order to maintain an encouraging learning environment (Tauber, 2007:110).

The legislative context for school discipline was created in the South African Constitution and the relevant acts will be discussed in the following section.

1.2.2 The South African Constitution (1996)

After the abolition of apartheid in South Africa, a democratic Constitution was introduced. The main focus of South Africa's democratic Constitution was to redress the imbalances that existed during the apartheid era. The preamble to the Constitution (South Africa, 1996b:7) states:

We, therefore, through our freely elected representatives, adopt this Constitution as the supreme law of the Republic to heal the divisions of the past and establish a society based on democracy, social justice, and fundamental human rights.

The South African Constitution (South Africa, 1996b:7) aims to protect human rights in totality.

The Bill of Rights is set out in the second chapter of the Constitution and protects the rights of all South Africans. For instance, Section 12(1) of the Constitution states that:

Everyone has the right to freedom and security of the person, which includes the right not to be tortured in any way; and not to be treated or punished in a cruel, inhuman or degrading way (South Africa, 1996b:7).

1.2.3 The National Education Policy Act of 1996

The National Education Policy Act of 1996 (National Education Policy Act, 1996: 19) defines the educational role of South African schools. One of those roles is the “community, citizenship and pastoral role” of teachers, who are expected to support the requirements of the Constitution and promote democratic values and practices within and around schools. Teachers’ actions should therefore not infringe on learners’ constitutional rights when they discipline them. Most importantly, the National Education Policy Act (108 of 1996) states that:

No person shall apply corporal punishment or subject a student to psychological or physical abuse at any educational institution (National Education Policy Act, 1996: 19)

1.2.4 The South African Schools Act (84 of 1996)

According to the South African Schools Act, discipline should be maintained in classrooms and on school premises, so that the teaching and learning processes will not be interrupted (South Africa, 1996a: A-47). The act therefore expresses the expectation that teachers will be responsible for maintaining discipline and taking the learners’ safety and rights into consideration when disciplining them (South Africa, 1996a: A-47).

According to the Schools Act (South Africa, 1996a: A-47), as a safety measure, drugs and dangerous objects are forbidden in schools. This act supports the Constitution and further prohibits locking up of children in solitary confinement, cruel punishment of learners, and detention. Teachers should respect learners’ rights and should also ensure their safety. These stipulations pose challenges to teachers when it comes to choosing disciplinary strategies that will not infringe on learners’ rights (South Africa, 1996a: A-47).

1.2.5 Alternatives to corporal punishment in South Africa

After corporal punishment was banned, the former Minister of Education, Professor Sibusiso Bengu, drafted a comprehensive document titled “Alternatives to corporal punishment” (1998). The disciplinary procedures that should be applied at different school levels in South African schools are clearly set out in the document. Further, the Department of Education (Department of Education, 2001:10) stipulated conditions for the suspension and expulsion of learners found guilty of bad behaviour. The primary purpose of the South African Schools Act is to ensure security and safety in schools, and issues regarding level 4 and 5 cases that handle the suspension and expulsion of learners who continuously misbehave. In other words, the severe punishment methods that are recommended to regulate learners’ behaviour at school are suspension and expulsion (Department of Education, 2001:5-10).

Due to the negative consequences of corporal punishment and bearing in mind the protection of children’s rights (Zaibert, 2006:210), teachers are required to apply alternative measures instead of using corporal punishment (Bellevue & Jordan, 2002:244). Moreover, teachers should work jointly when it comes to the application of disciplinary measures (Nxumalo, 2001:77). Cooperative discipline is now recommended as a positive way of disciplining learners because it is supportive and, most importantly, is a safe strategy to apply (Couldter & Couldter, 2001:102). More proactive and useful measures for dealing with undisciplined learners are preferable because these measures are safe to use, unlike reactive measures that could damage learners emotionally and physically (Scharle & Szabo, 2000:90). The main goal of cooperative discipline is to encourage and support learners to make smart choices and to develop good behaviour (Couldter, 2007:102). However, to achieve these goals would require teamwork on the part of teachers, learners, administrators and parents (Mtsweni, 2008:20).

This study’s research problem is presented in the next section.

1.3 THE RESEARCH PROBLEM

As stated in the Introduction (Paragraph 1.1), South African schools report an increasing number of undisciplined learners, a situation confirmed by press reports. The background to the research (Paragraph 2.1) further elucidated the background to this issue. Many South African teachers lack the relevant knowledge and requisite skills to implement classroom

discipline, particularly when it comes to using the effective alternatives set out after corporal punishment was disallowed. As a result, teachers struggle to maintain an orderly classroom environment and experience increasing levels of stress and frustration. If this problem is not addressed, learners will not reach their full potential nor will they develop into responsible citizens, as already alluded to in the previous sections. Further, many teachers may leave the profession (Maphosa & Shumba, 2010:387).

1.4 RESEARCH QUESTION

Following the above problem statement, the main research question is: *What relevant knowledge and skills do teachers and HODs need if they are to manage, implement and maintain sound classroom discipline as an alternative to corporal punishment in primary schools in the Gauteng East District?*

Based on the main research question, the research sub-questions are:

- a) What theoretical frameworks for behaviour modification and key models inform classroom discipline? How are positive alternatives to corporal punishment presented in the research literature? (Chapter 2)
- b) How is the relationship between classroom management and classroom discipline expounded in the literature? How do Heads of Department (HODs) and teachers as educational managers perceive and resolve challenges relating to classroom discipline? (Chapter 3)
- c) How does a purposively selected group of primary school HODs and teachers in the Gauteng East District view their experiences, skills and knowledge regarding classroom discipline in a post-corporal punishment era as explored through a qualitative study using multiple techniques of data gathering? (Chapters 4 and 5)
- d) Which strategies could be implemented by primary school teachers and HODs in the Gauteng East District in order to maintain effective classroom discipline and management? (Chapter 2, 3 & 5)
- a) Based on the findings of the literature study and the qualitative inquiry, what recommendations should be followed in order to design and implement positive disciplinary measures in South African primary schools in the post-corporal punishment era? (Chapter 6).

1.5 AIM OF THE RESEARCH

The main aim of the study was to determine the relevant knowledge and skills required by teachers and HODs to manage, implement and maintain sound classroom discipline as an alternative to corporal punishment in primary schools in the Gauteng East District.

In line with the above-mentioned aim, the following objectives were formulated:

- b) To identify and discuss the theoretical frameworks on behaviour modification and key models which inform classroom discipline and the use of positive alternatives to corporal punishment as presented in the research literature (Chapter 2);
- c) To expound on the relationship between classroom management and classroom discipline as presented in the literature and to determine how HODs and teachers as educational managers perceive of and resolve classroom discipline challenges (Chapter 3);
- d) To explore how a purposively selected group of primary school HODs and teachers in the Gauteng East District view their experiences, skills and knowledge regarding classroom discipline and management in a post-corporal punishment era through a qualitative study using multiple techniques of data gathering (Chapter 4 and 5);
- e) To identify what strategies could be developed and employed by primary school teachers and HODs in the Gauteng East District in order to maintain effective classroom discipline and management? (Chapter 2, 3 & 5).
- f) To propose recommendations on the design and implementation of positive disciplinary measures in South African primary schools as a result of the post-corporal punishment era based on the findings of the literature study and the qualitative inquiry (Chapter 6).

1.6 SIGNIFICANCE OF THE STUDY

An investigation into which classroom discipline and management practices are the most effective in modifying the behaviour of learners in primary schools highlighted the significance of this study. The researcher, having considered all the pertinent factors, suggests possible alternatives that could assist teachers in instilling positive classroom discipline in order to enhance the quality of learning and teaching in primary schools (Creswell, 2003:15).

1.7 THEORETICAL FRAMEWORK

The theoretical framework is based on the models by Wolfgang and Glickman, which are: the interventionist model where teachers believe that learners learn good behaviour primarily when behaviour is reinforced by reward or punishment; the non-interventionist model, where teachers believe that learners have an inner drive to seek meaning in the real world (learn by doing in the classroom); and the inter-actionalist model, where teachers believe that learners learn good behaviour as a result of engaging with the outside world of people and objects (Paragraph 3.3.7.1). In paragraph 3.3.7.1, Wolfgang and Glickman suggest that, as children cannot all be disciplined in the same way, teachers cannot all be forced to use a single approach to discipline. In other words, teachers should be allowed to use different approaches or models of classroom discipline and management, depending on the classroom situation (Wolfgang and Glickman, 1995: 279-301).

Wolfgang and Glickman's models are discussed in detail in chapter 3. The next section will be focusing on the research design and methodology.

1.8 RESEARCH DESIGN AND METHODOLOGY

Generally, research is viewed as a systematic, collaborative activity shared by researchers and their participants. There is usually a problem-solving approach when collecting and analyzing primary data (White, 2005:02). In turn, methodology deals with systems and rules when research is conducted (Creswell, 2008:117). It often refers to the range of approaches used in research to gather information, which is a basis for interpretation, explanations and prediction (Cohen, Manion & Morrison, 2000:30). The choice of a research method depends largely on the problem being investigated and the specific questions to be tested by researchers (Creswell, 2008:117).

1.8.1 Literature study

A literature study provides an understanding of the research problem, which historically positions the research perspective (McMillan & Schumacher, 1993:112). A literature study is useful: for avoiding repetition in terms of studies on the same topic that have already been completed; for determining and selecting appropriate research methods; and for finding and

developing an acceptable body of knowledge on an educational topic. A literature study further demonstrates the researcher's familiarity with all the previously relevant studies (Creswell, 2003:15).

To inform the empirical inquiry on classroom discipline, a literature survey study was conducted to assess the opinions of different authors regarding teachers' management of classroom discipline in promoting effective teaching and learning in primary schools. Various sources were consulted, such as journal articles, books, research reports, internet-based articles, dissertations and newspaper articles to explore discipline and management in a classroom context. Positive discipline practices used in classrooms were identified while researching for the literature study (Creswell, 2003:15).

1.8.2 Research design

The research design is regarded by Durrheim (2006:34) as the planning of supporting structures that serve as a bridge between the research questions and the implementation of the research. A research design indicates how the research will be carried out and which methods of data collection will be used. De Vos, Strydom, Fouché, Poggenpoel and Schurink (2002:137) maintain that a research design is planned according to the data that will be collected to investigate certain research questions. The plan that specifies how the research is going to be conducted should be provided in the research design in such a way that it answers the research questions. Furthermore, this plan includes the aim of the research, the selection of relevant research methods, the selection of participants, and the consideration of the trustworthiness and transferability and addressing ethical matters of the study (Mouton, 1996:107).

A case study is "an approach to research that focuses on gaining an in-depth understanding of a particular entity or event at a specific time" (Yin, 2009:18). Case studies are in-depth investigations into a single person, group, event or community. This research comprised a case study, as data was gathered from a single bounded group of individuals, schools and classrooms (White, 2005:2). Each school was observed according to how classroom discipline was managed and which strategies were employed. The researcher observed the way in which the HODs and the teachers respectively viewed and applied classroom discipline with a view to making recommendations to promote constructive classroom discipline in primary schools (White, 2005:2).

Case studies can include both *qualitative* and *quantitative data*. However, in this study, a qualitative approach was followed. Qualitative data can be considered non-numeric data, for instance, categorical information could be collected and presented systematically in a narrative form such as word tables (Schulze, 2003:56). A qualitative approach was adopted with the goal of exploring and describing the challenges that primary school teachers and HoDs experience in managing classroom discipline to maintain the quality of teaching and learning. According to Schulze (2003:56), the qualitative approach involves the description of people, places, and conversations in words rather than in numbers. Babbie and Mouton (2001:173) state that qualitative research strives to achieve a detailed, holistic description of particular events or situations with the end goal of gaining a broader understanding of the said situation. However, Yates (2004:157) stresses that qualitative research is based on the participants' views in that it concerns how they allocate meaning to their social world and how they understand it. According to McMillan and Schumacher (2001:404), qualitative research presents data in the narrative form using words that enhance the understanding of phenomena from the participants' perspective.

Qualitative research methods focus on discovering and understanding the participants' experiences, perspectives and thoughts and exploring meanings or purposes (Hiatt, 1996:42). Qualitative research therefore takes place in situations where observers are located in the world of those being researched. It consists of interpretations and practices that make the world visible. According to Denzin and Lincoln (2005:3), qualitative research involves an interpretive and "... naturalistic approach to the world, and this means that qualitative researchers study things in their natural settings" and try to make sense of the meaning they bring to people. Qualitative methods bring the data or information close to the researchers, so that they can easily interpret the data which is gathered (Bryman & Burgess, 1999:256). The main focus of this study was the application of a qualitative research design in order to gain insight and understanding of participants' perception and experience of classroom discipline. The researcher investigated the views, opinions and experiences of both teachers and HODs regarding classroom discipline in primary schools (Bryman & Burgess, 1999:256).

1.8.3 Population

Populations are entire groups of persons or objects meeting the criteria for studies that researchers are interested in pursuing (Brink, Van der Walt, & Van Rensburg, 2012:121).

According to Babbie and Mouton (2001:173), populations are aggregates of elements from which samples are selected. The population of this study were comprised of the HODs, Intermediate Phase teachers and learners below the age of 18 from the primary schools in the Gauteng East District.

The Department of Education has divided Gauteng into fifteen districts: Ekurhuleni North; Ekurhuleni South; Gauteng East; Gauteng North; Gauteng West; Johannesburg Central; Johannesburg East; Johannesburg North; Johannesburg South; Johannesburg West; Sidelong East; Sedibeng West, Tshwane North, Tshwane South, and Tshwane West. The study focused on the Gauteng East District, because most of the teachers here are currently experiencing challenges to classroom discipline. The researcher realized this problem while coaching the Gauteng East primary school teachers in instructing English as a second language (Department of Education, 2001:5-10).

1.8.4 Sampling of schools and participants

The researcher intentionally applied a purposive sampling method to cases and participants in this study. Six primary schools in the Gauteng East District were selected because they could provide the most relevant information for better understanding the problem of classroom discipline and management. This information would further assist teachers and HODs in terms of strategies that they are implementing to successfully maintain positive discipline among learners. The six primary schools were identified as information-rich settings by the researcher due to his previous experience as an English coach in Gauteng East primary schools. The selection criteria for schools are discussed in detail in Chapter 4. The researcher selected participants (teachers and HODs) in these schools because he believed that they were informative, thoughtful, articulate, experienced, and comfortable with the research topic and the school setting. He based the sample selection on his knowledge and experience of the sampling frame. This is in accordance with the notion of King and Harrocks (2010:29) that the researcher provides a selection which is based upon a mixture of personal and academic knowledge, and also the anecdotal information given by those who have been personally involved with the topic.

The researcher investigated the views, opinions and experiences of both the teachers and the HODs regarding classroom discipline in primary schools. Each school was observed and

assessed according to how classroom discipline was managed and which strategies were employed. These schools are conveniently close to the researcher's residence and are known to the researcher as schools that experience disciplinary problems. The researcher observed the way in which both the HODs and the teachers viewed and applied classroom discipline with a view to making recommendations to promote constructive classroom discipline in primary schools (White, 2005:2).

The criteria for selecting both the HODs and the teachers were their age, their years of teaching experience, their professional teaching qualifications, their interest in the research topic, whether they were available to participate, their confidence level and the nature of their formal professional relationship with the researcher when he was an English language coach at the Gauteng East primary schools. This process is in accordance with the suggestion by Davies and Hughes (2014:62) that purposive sampling occurs when the researcher identifies and targets individuals and cases that seem to be typical of the population, or else conducts interviews with all the individuals within a sub-population who represent the population. The researcher has considered the diversity of the participants relating to the above characteristics as an important criterion for this targeted sampling. It allows for insight into meaningful differences in the participants' experiences relating to the topic (King & Horrocks, 2010:29).

Sakaran and Bougie (2010:263) refer to a sample as a subset of the population. Sampling entails, for example, taking a specific percentage of a population and regarding this sample as representative of that specific population. In qualitative research, a sample selection is intended to serve a specific purpose, and the statistical requirements of randomness do not apply (Smit, 2001:78). This is known as purposive sampling or theoretical sampling. Punch (2005:187) defines purposive sampling as intentional sampling with a specific focus in mind. Purposive sampling was used in this study to select representatives from the population who would be able to provide the richest and most appropriate information for addressing the research aims (Punch, 2005:187).

McMillan and Schumacher, (2001:404) explain that a purposeful sample size could range from 1 to 40. For this study, six (6) HODs were purposively selected owing to their management skills and responsibility for school discipline. The six HODs also represented the subjects (learning areas) they teach (McMillan & Schumacher, 2001: 404). Twenty-four (24) Intermediate Phase teachers were purposively selected on account of their experience in the

management of classroom discipline: four from each school. The sample comprised six males, of whom four were HODs and two were teachers. There were 24 female participants, of whom two were HODs and twenty-two were teachers (six males and 24 females). The sample thus included 30 participants (n=30). The researcher chose the Intermediate Phase because the school records on disciplinary cases showed the phase to be characterized by many disciplinary challenges (McMillan & Schumacher, (2001: 404).

1.8.5 Data collection and analysis

Pilot and Beck (2004:716) refer to data collection as the gathering of information to address research problems. Data collection usually involves three steps: setting the boundaries for a study; collecting data through observations, interviews and questionnaires, and establishing the protocol for recording the information (Creswell, 1998:149). By using multiple methods, researchers have the opportunity of comparing the responses and data collected. Valid data are therefore produced. Burns and Grove (2009:402) refer to this process as data triangulation. Data triangulation was carried out in this study by using multiple data gathering techniques. Data were collected through document analysis, interviews and observation (Burns & Grove, 2009:402).

The intention was to obtain diverse views on HODs' and teachers' experiences in the management of classroom discipline. These data sources provided the researcher with the opportunity of examining the challenges that teachers and HODs are experiencing as far as classroom discipline is concerned. The data sources also provided the researcher with the opportunity of determining the relevant strategies that could be applied in order to improve the quality of teaching and learning in primary schools (Burns & Grove, 2009:402).

1.8.5.1 Document analysis

Document analysis is a form of qualitative research where documents are explained by the researcher so that they become meaningful to the topic that is being evaluated (Bowen, 2009:31). Documents are helpful for contextualisation of a subject or field in that they can provide background information and broaden the amount of data that can be covered (Bowen, 2009:31). Analysing documents entails coding the content into themes just as focus group or interview transcripts are analyzed (Bowen, 2009:31).

In this research study, document analysis therefore comprized: classroom policy (rules) drafted by both the teacher and the learners; the discipline policy drafted by the Intermediate Phase HODs and teachers; and records of severe learner misbehaviour kept by the schools' disciplinary committees (Bowen, 2009:31). Documents were obtained by requesting permission from school management and Intermediate phase HODs. (Document analysis is useful for contextualization of the phenomenom because it provides background information and broaden the amount of data that should be covered. It helps the researcher to make sense of the information obtained).

1.8.5.2 Interviews

A common technique for collecting data during qualitative research is that of interviews (Leedy & Ormrod, 2001:168). Wiersma (1995:196) observes that the interview technique is flexible and adaptable and involves collecting data by means of direct interaction between the researchers and the individuals being studied. Rossouw (2003:413) defines interviews as conversations between researchers and participants with the specific objective of obtaining information on the topic under research. Interviews are useful because researchers can clarify information immediately.

Teachers from the selected schools were interviewed by the researcher using focus group interviews. Focus group interviews are those conducted with a group of individuals or participants sharing certain characteristics, who focus discussions on a given issue or topic in order to collect a variety of information (Anderson, 1990:241). There were four focus group interviews in total, with six participants in each group. One participant from each school took part (Anderson, 1990:241).

The researcher conducted semi-structured individual interviews for HODs to allow for authenticity and confidentiality. Semi-structured interviews can be described as in-depth interviews during which interviewers pose open-ended response questions to elicit opinions from the participants on the way in which they make sense of the world around them. McMillan and Schumacher (2001:404) view in-depth interviews as conversations with a specific goal: to obtain data on how individuals perceive the world and how they make sense of their environment. Semi-structured interviews were conducted to ensure that the main points and

ideas were covered. In most cases, the researcher allowed the participants to speak freely on the research topic from their own point of view (Henning, Van Rensburg & Smith, 2004:71).

Semi-structured interviews and focus group interviews were digitally recorded with the participants' permission. The aim of the interview process was to examine the perceptions by HODs and teachers regarding the management of classroom disciplinary practices as well as possible solutions for improving these practices.

1.8.5.3 Observation

One of the tools used as a data collection method to gather information from the participants was observation. This observation method ensured the attainment of reliability and authenticity of the research when it came to the teachers' management of classroom disciplinary practices in the selected primary schools (Bogdan & Biklen, 2003:73). Most qualitative research collects data using observation of people as they are in their natural settings (Bogdan & Biklen, 2003:73). In this study, the researcher therefore had to spend time with the participants in their natural settings; that is, their schools and classrooms. In these settings, the participants carried out their normal routines and responsibilities, which was what the researcher wanted to study.

When observing the participants, the researcher used two observation checklists (Appendices H and I) and field notes as observation tools to keep a written record of what happened and collected information in this way. Field notes are a useful observation tool. The notes amount to a written "description of people, objects, places, events, activities and conversations" (Hittleman & Simon, 1997:195). The researcher observed aspects like the school and classroom environment; the availability of teaching and learning materials; teacher-learner relationships; the communication network among the principals, teachers and learners; and how learners were taught, rewarded and punished. These field notes and the checklist supplemented the information collected from the interviews as a true reflection of what had transpired during the observation process. This is called observation triangulation (Hittleman & Simon, 1997:195).

1.8.6 Data analysis

Data analysis can be defined as the process of working with the information so as to evaluate, describe, interpret, discuss, and explain it in terms of the research questions (Matthews & Ross, 2010: 316). The data analysis procedures will be fully discussed in Chapter 4.

1.8.7 Trustworthiness of the study

De Vos *et al.* (1998:351) describe trustworthiness as the criterion against which the validity of a qualitative study is evaluated. It is imperative that trustworthiness be established when completing a study. A clear description of measures undertaken to ensure trustworthiness in this study is given in Chapter 4.

1.8.8 Ethical measures

Ethical issues are fully discussed in Chapter 4.

1.9 DEFINITIONS OF THE KEY CONCEPTS

In this section, the most important concepts pertaining to this study are defined:

Discipline is the process whereby teachers modify learners' behaviour by inter alia teaching them morals and values so that they can behave in an acceptable manner in society (Boshoff & Morkel, 2003:24).

Management is the process of organizing, planning, leadership, policy-making and control, and setting goals in organizations in order for these organizations to function effectively (Marshall, 2005:51).

Instructional improvement pertains to strategies for bettering the culture of teaching and learning in educational institutions (Charles, 2001:86).

Facilitation is a teaching process enabling learners to work independently to complete tasks, with teachers guiding and supporting learners only when necessary (Spaulding, 1992:65).

Positive discipline is an active relationship between teachers and learners maintained in a conducive environment in order for teaching and learning to take place effectively (Oosthuizen *et al.*, 2003:373).

Rewards are positive responses given to individuals for doing something good (Kruger & Van Schalkwyk, 1997:162).

Punishment is an unpleasant penalty inflicted on individuals by other persons for doing something wrong (Bedau, 2001: 103).

1.10 STRUCTURE OF THE THESIS

This thesis consists of six chapters.

Chapter 1

This chapter provides a general introduction to the research topic, which consists of an introduction; the background to the study; the research problem; the aims of the research; the research methodology; the significance of the study; the theoretical framework of the study; and the definition of key concepts.

Chapter 2

Chapter 2 describes the literature research focusing on classroom discipline. The aim of this chapter is to deal with foundational models of discipline and their effectiveness in managing classroom discipline in primary schools. The consequences of corporal punishment as a form of discipline in primary schools are discussed, along with possible alternative ways of managing classroom discipline.

Chapter 3

Chapter 3 focuses on literature research into classroom management. The aim of this chapter is to explore classroom management practices in a classroom context. The functions of and possible alternatives to classroom management practices, especially approaches to maintaining positive classroom management and the models of classroom management are discussed in this chapter.

Chapter 4

Chapter 4 focuses on the research design of this study. Different components of the research are discussed: the population, sampling, data collection, data analysis, validity and reliability, trustworthiness and ethical considerations.

Chapter 5

Chapter 5 focuses on the presentation of the collected raw data, the analysis of the data and the discussion of the findings. Explanations and an elaboration on the research findings are provided with reference to the perceptions of teachers and HODs on classroom discipline practices and possible ideas for their improvement.

Chapter 6

Chapter 6 provides a synthesis of the findings, recommendations, and the conclusions. It summarizes the content, draws conclusions and makes recommendations in accordance with the research questions.

1.11 CONCLUSION

In this chapter, the background to the study, the research problem and the research questions, the aims of the research and the research design, including sampling, data gathering and analysis, have been presented. The significance of the study, the theoretical framework of the study and the definition of key concepts were discussed. These provide a general introduction to the study.

In Chapter 2, models of classroom disciplinary practices are discussed.

CHAPTER 2

MODELS OF CLASSROOM DISCIPLINARY PRACTICES

2.1 INTRODUCTION

The aim of this chapter is to deal with models for discipline in order to promote effective classroom discipline in primary schools. Maworena and Lee (2005:20) define a model as a statement based on the current knowledge about a particular situation which provides the best explanation for it.

The word ‘discipline’ in the school context refers to the methods teachers use to help learners behave in a morally acceptable manner at school (Boshoff & Morkel, 2003:24). Models of discipline try to explain the requirement of discipline; in other words, they help us to understand the causes of a lack of discipline in any given situation (Sharma, 2009:44). Based thereupon, the researcher is then able to select the most relevant approach to a situation and avoid a single situational analysis or measurement (Sharma, 2009:44).

In essence, in order to successfully manage learners’ behaviour, it is crucial to have a good understanding of their moral, social, and emotional development (Snowman, Dobozy, Scevak, Bryer & Bartlett, 2009:32). Classroom environments can be influenced to a great extent by the way in which teachers perceive and manage learners’ behaviour. Undoubtedly, teachers and learners could be affected negatively by the behavioural problems that occur in classrooms. Learners with behavioural problems usually display poor academic performance compared to their peers who do not have such problems. When it comes to receiving media attention for the most severe incidents involving learner misbehaviour, the following is relevant: “... if these negative behaviours are not prevented they could disrupt the smooth running of the school” (Little & Akin-Little, 2009:73).

People often regard ‘discipline’ and ‘punishment’ as aspects of the same concept (Porteus, Vally, & Ruth, 2001:56). Discipline is not punishment, but is rather a determined attempt to help learners to improve themselves, according to Dreikurs (1968:153). Discipline is therefore linked to self-control, based on social interest. As stated by Dreikurs, punishment should never be used. Learners’ behaviour is self-determined or driven by purposeful goals as a result of the importance they place on social belonging. Dreikurs also believes that the family plays an

essential role in meeting learners' need for social belonging, and that adequate discipline occurs most successfully in a democratic setting. Dzivhani (2006:65) notes that punishment is a painful penalty that is forced upon individuals by other human beings. Punishment is generally seen as a negative action since it is designed to force individuals to adhere to certain acceptable standards of behaviour or to eliminate unwanted cognitive or emotional behaviour (Van Wyk, 2000:13). Discipline, on the other hand, is a positive action, because it allows individuals to learn new and useful cognitive, emotional, or lifestyle behaviour (Mestry, Van der Merwe, & Squelch, 2006:46-59). Discipline can therefore be viewed as a method of teaching and learning that is entirely different from punishment (Kohut, Goldberg & Stepanky, 2013: 112).

The literature indicates that the most general meaning of discipline seems to be associated with the notion of bringing children into line with socially acceptable conduct. If they want to accomplish this, teachers should carefully observe how children learn, grow and develop (Skiba, 2010: 28-29).

Matters of morality form the foundation of human development. Classroom discipline can therefore be seen as the promotion of positive values, behaviour, and attitudes. In order for classroom discipline to be educational, learners have to become adept at controlling their behaviour according to the standards they have internalized through interaction with their peers and adults (De Klerk & Rens, 2003:353). De Klerk and Rens (2003:353) assert that the discipline learners experience in the classroom affects their moral development. Classroom discipline can thus be viewed as the process whereby learners acquire the morals and values of their culture through what they experience and relate to in the classroom (Molio, 2002:21).

In the next section, there will be a discussion on the banning of corporal punishment in schools from an international perspective.

2.2 CONTEXTUALISING THE INTERNATIONAL PERSPECTIVE OF BANNING CORPORAL PUNISHMENT IN SCHOOLS

2.2.1 International perspectives

After the abolition of corporal punishment in British public schools in 1986, Docking (1986:30) discovered that more than 50% of teachers in these schools were still applying corporal

punishment as a form of discipline. Other reports mention that, after corporal punishment had been abolished in Scotland in 1986, teachers continued to use corporal punishment despite the knowledge that it was illegal. Moreover, Scottish teachers declared that they were not consulted on the abolition of corporal punishment, and thus felt that they did not receive any support from the educational authorities (Gladwell, 1999:63).

Undoubtedly, some comparisons could be drawn between Chamberlain's theory (1996:71) and what teachers experienced in Scotland. She reported as far back as 1996 that, in her school in the United Kingdom (UK), learners demonstrate shocking disrespect for their teachers in the classroom and for their classmates in comparison with learners' conduct in the 1950s and 1960s. Learners are loud, easily distracted and frequently, extremely impolite and rebellious. Chatting to other learners while a teacher is trying to speak is the norm. Families are disorganized, negatively affecting discipline in the school. Children find it hard to understand the concept of socially acceptable behaviour and the correct way to address adults. The teachers are inclined to make learning interesting and fun without the concomitant needed for self-discipline, which has undermined general classroom discipline. Judging by numerous media reports, it is evident that the state of discipline in the South African education system has not yet reached the alarming levels of poor discipline and disruption found in the education system of the UK (Chamberlain, 1996:71).

A descriptive study was conducted in the United States (US) to examine classroom discipline transfers from 16 elementary schools in two states (Hawaii and Oregon) during the 1999-2000 school year (Sugai, Horner, Dunlap, Hieneman, Lewis, & Nelson, 2000: 131-143). All these schools are involved in an ongoing schoolwide, positive behaviour support discipline project (Sugai *et al.*, 2000:131-143). From February to May, the discipline referrals for the Hawaiian schools reached a steady rate. However, in the Oregon schools, these referrals continued to increase, starting from February and again in May. The data obtained from these 16 schools revealed that the highest number of referrals was manifested by fourth- and fifth-grade learners. It became clear that teachers were more capable of dealing with the behavioural problems of younger learners in their own classrooms, but with older learners, teachers preferred to send them to the office because of the belief that learners should take responsibility for their own actions (Sugai *et al.*, 2000:131-143).

African American students in the US are still corporally punished in considerable numbers (Johnston, 2000:46). According to some reports, black learners are statistically more likely to be suspended than white learners (Irvine, 1990:74). At the same time, qualitative findings showed that teachers more frequently punish black learners, despite the fact that youths of other racial groups have committed the same misbehaviour (McFadden, 1998:40). Research by Skiba (2010:28-29) reveals that African Americans receive more severe punishments than their peers, often for similar offences. Inequalities in school discipline are further more pronounced in boys than in girls in the US schools (Ferguson, 2000:70). According to Johnston (2000:46), it is evident that most teachers in the US schools have even up to the year 2000 applied corporal punishment.

The US Supreme Court has played a crucial role in introducing rules that determine how learners in public schools may be disciplined. In *Tinker versus Des Moines Independent Community School* (1969), the high court stated that learners' constitutional rights are not practised when they enter the school. However, the Supreme Court also ruled that teachers do not have enough power to control their learners. Regardless of whether or not learners are on the school premises, the same fundamental rights apply to all citizens, teachers and learners, according to the Constitution (Yell, 2006:511).

Most American states have laws that govern discipline in schools, in order to protect the rights of learners to receive public education. These state laws control teachers' actions when administering certain disciplinary functions, such as collecting evidence or managing those administrative actions that confine learners' attendance at school (e.g., suspension and expulsion). Under state law, learners who have the right to public education and fair treatment are protected from suspension or expulsion (Valente & Valente, 2005:54). This means that all learners who are suspended or expelled should be treated fairly and equally according to the US state law (Valente & Valente, 2005:54).

In a study conducted with teachers from 20 primary schools in England and Turkey, Turnukla and Galton (2001:291) discovered that most classroom disciplinary problems were similar in both countries. The study revealed that the most common disruptive behaviour in both England and Turkey (41.5% and 51.4%, respectively) was characterized by too much loud noise or the use of vulgar words. Inappropriate and distracting movement in the classroom was another misbehaviour that was observed frequently in the Turkish (27.1%) and UK schools (27%).

Interaction with and disturbing friends were the third most common types of misbehaviour in both schools (9.3% for Turkish classes and 7.9% in the UK classes) (Turnukla & Galton, 2001; 291-305).

In some countries, teachers' use of corporal punishment is determined by the home environment or by teachers' schooling experiences. In Botswana and Kenya, teachers apply corporal punishment because some of the parents approve of it as it is also their routine method of discipline for their own children at home (Human Rights Watch Kenya, 1999:15).

The above discussion illustrated by research from selected countries indicates that teachers internationally are still faced with disruptive learner behaviour, and, in some cases, they are still applying corporal punishment, with parental support (Turnukla & Galton, 2001:291). Most parents gave teachers permission to punish their children because of their own poor interpersonal relationships with their children (Winship & Morgan, 2007:30). Consequently, Sedumedi (1997:62), in relation to Botswana, maintains that "... parents and teachers are in favour of the use of corporal punishment in schools". Based on his findings, Gladwell (1999:76), in relation to Scotland, reports that the teaching profession encounters more stressful situations in the classroom since the abolition of corporal punishment than it did before. Gladwell's findings (1999:76) also indicate that teachers are beginning to lose interest in the teaching profession because of the learners' misbehaviour and the fact that learners no longer recognize their authority.

Teachers need professional assistance as far as discipline is concerned. They should therefore receive the necessary training in the implementation of positive learner discipline and for closer relationships with parents (Chalkline, 1997:52).

2.2.2 South African perspective

Reports by Morrell (1998:292) and Kubeka (2004:50) state that corporal punishment played a major role in South African schools during the twentieth century. Most South African teachers are struggling to adapt or adjust from a schooling system that once supported corporal punishment to one which rewards good behaviour (Laslett & Smith, 1984:35; Kubeka, 2004:50). Most teachers claim that there was little or no consultation when it came to their

opinions and recommendations on banning of corporal punishment (Gladwell, 1999:76; Grey, 2000:15; Witten, 1993:06).

According to Kubeka (2004:50), most teachers believe that discipline is impossible without the application of corporal punishment. Many teachers still apply corporal punishment because they lack the skills necessary for disciplining learners effectively. They are thus guilty of professional misconduct according to the Department of Education. Teachers who continue to apply corporal punishment are committing a crime (Morrell, 2001:140). Section 12 of the Constitution means school authorities and teachers should not punish learners in painful acts that could harm them physically or emotionally (South Africa, 1996a: A-47).

Currently a system that promotes the health and well-being of learners in schools is urgently needed (Gladwell, 1999:76; Pinnock, 1997:30). The essence of positive discipline in schools is understood as creating and maintaining a learning atmosphere in which teaching and learning are encouraged by instilling respect for teachers, learners and school leaders (George, 1990:1-10).

The next section discusses the consequences of banning corporal punishment from South African schools.

2.3 THE CONSEQUENCES OF BANNING CORPORAL PUNISHMENT FROM SOUTH AFRICAN SCHOOLS

The South African Schools Act No 24 of 1996 states that corporal punishment is prohibited as a means of punishment in public and independent schools. In addition, Section 12 of the Constitution proclaims that everyone has the right not to be treated or punished in a degrading, cruel, or inhumane way. However, corporal punishment is still used in some schools due to a lack of knowledge and skills in educators to put in place classroom discipline strategies that will instil self-discipline, self-direction and positive attitudes in learners (South Africa, 1996a: A-47).

The Department of Education (2001:5) has recommended a number of disciplinary strategies or methods which educators could employ. However, the majority of educators regard some of these methods as ineffective. Because of their disciplinary struggle, educators use classroom

disciplinary strategies that they believe are pedagogically sound and make a distinct impact on the learners. Some, but not all of these strategies, are effective (Department of Education, 2001:5).

The true challenge is to implement and maintain disciplinary measures and procedures that sustain order in classrooms, based on understanding and compassion. More significantly, teachers should be able to enhance and develop self-discipline in learners. The main questions are:

- If corporal punishment seems to be ineffective and produces unexpectedly negative results, what could replace it?
- What knowledge, skills, attitudes and values do educators need if they are to establish discipline in the classroom?
- Are educators trained well and properly developed in the field of classroom discipline? (Department of Education, 2001:5).

Teachers are currently (2020) struggling to develop possible alternatives that would permit them to feel in control of the learners they teach. Consequently, they suffer from stress and some are even considering leaving the teaching profession because of learner misbehaviour and the difficulty of dealing with it. Finlayson (2009:21) believes that the primary cause of teachers' stress is misbehaviour of learners in the classroom. This confusion may be associated with the teachers' lack of knowledge and skills needed to initiate discipline in the classroom. Most teachers have not received any formal training on disciplinary strategies and their application as recommended by the Department of Education (Finlayson, 2009:21).

Some learners do not co-operate with their educators, turning instead to violent and aggressive behaviour, smoking dagga and carrying dangerous weapons. This confirms Flannery, Wester & Singer's comments (2004:559), when they point out that learners constantly disrespect and demean their teachers and disrupt their classes. Learners attack their educators, either verbally or physically. They also indignify their educators by stealing, cheating and answering their cell phones during classroom teaching and learning (Flannery *et al*, 2004:559). Further building on his argument, Flannery states that many learners disrespect school or classroom rules and teachers do not have a solid foundation to build on (Flannery *et al*, 2004:559-573). This concurs

with Bateman's reports that learners habitually disrespect their teachers and carry knives and firearms onto school premises (Bateman, 2007:01).

Hence, some teachers resist refraining from applying corporal punishment in their classrooms. The former Minister of Education, Naledi Pandor (Department of Education, 2007:6), acknowledged that corporal punishment is unfortunately still practised in many schools, although she emphasised that the application of corporal punishment is in direct contravention of the law. It is also important to note that teachers who were not administering corporal punishment before have numerous challenges now, as compared to those who are still applying corporal punishment extensively (Department of Education, 2007:6).

Another challenge is that teachers are not fully supported by the parents. This is the case for schools in general, which confirms Halford's (2006:16) argument that not all parents respond positively when they receive reports that their children have been reprimanded for misconduct at school (Halford, 2006:16-18).

Generally, teachers find it difficult to initiate discipline in the classroom. Those who did not before rely on corporal punishment seem to be coping, whereas those who did are frustrated by the new education system. Changes in the curriculum are also perceived as contributing factors towards the disciplinary challenges (Kubeka, 2004:50).

According to Kubeka's (2004:50) study on disciplinary measures used in a primary school in South Africa, teachers emphasized that discipline is difficult to maintain without corporal punishment. Further, children do not respect teachers and are not self-disciplined enough to work hard. The study also found that teachers prefer to use corporal punishment since it is quick and easy to administer compared to other methods of discipline which can be more time consuming (Kubeka, 2004:50).

Gladwell's (1999:76) survey of teachers' attitudes towards corporal punishment after it was banned in South African schools, reports a sense of hopelessness among teachers, which was caused mainly by the pupils' disruptive behaviour, and also the perception among teachers that their authority is no longer recognized. Such perceptions revealed that teachers were not prepared to maintain discipline at school without using corporal punishment (Gladwell, 1999:76).

Inadequate teacher training combined with over-crowded classrooms is continually viewed as a major reason for teachers' inability to establish learning processes without using corporal punishment in order to restore discipline (UNESCO, 2000:34). Moreover, the lack of accountability and knowledge in teachers often forces them to apply corporal punishment as a method of discipline at school (UNESCO, 2000:34).

The next section sets out a brief explanation of each of the functions of classroom discipline.

2.4 FUNCTIONS OF CLASSROOM DISCIPLINE

2.4.1 Developing appropriate morals and values

Different values may contribute to establishing and maintaining discipline in classrooms (De Klerk & Rens, 2003:361):

Relationship values play a role in discipline in the form of indicators such as acceptance of one another, equivalence and respect.

Moral values also play a role owing to indicators such as the concepts of right/wrong, integrity, honesty, choices of conscience and good behaviour,

Juridical values influence individual opinion on discipline with indicators such as justice, equity and obedience.

An extremely important value pertaining to the issue of discipline is *self-value*, with indicators such as self-discipline and self-respect.

Authority values promote discipline, with indicators such as power, personal authority and independence. These values are paramount when it comes to improving situations in the classroom (De Klerk & Rens, 2003:361).

2.4.2 Facilitating teaching

Facilitating teaching is the second function of classroom discipline. Unless there is an adequate response to the inappropriate behaviour on the part of learners, teachers will be unable to present their lessons (Charles, 2001:86). Tomczyk (2000:60) maintains that “classroom teaching has two major task structures organized around the problems of (a) learning and (b) order” and “the underlying assumption is that classroom order encourages” learner engagement, which, in turn, supports learning. In the absence of order, teachers find it difficult to promote learning. Classroom discipline is, therefore, necessary in creating order and encouraging learning (Charles, 2001:86).

2.4.3 Promoting good citizenship

A third function of classroom discipline is to promote good citizenship (Osler & Starkey, 2001:287). There is widespread concern regarding the need for schools to provide a curriculum that will prepare learners for social competence and democratic citizenship (Lewis, 2001:307; Mellor, Kennedy & Greenwood, 2001:14). In South Africa, outcomes-based education (OBE) is the foundation of the post-1994 education system. One of the critical outcomes of OBE is that learners should participate in both local and national society where they are free to communicate, and be involved in democratic decision-making processes as responsible citizens (Department of Education, 2003:9). Democratic participation is a strategy aimed at encouraging accountability. Examples of active citizenship are neighbourhood watches or other community organizations where communities unite against crime. Similarly, learners are taught to stand together to ensure that they receive meaningful education (Brown, 2003:4).

In the next section, the recent focus on positive discipline is discussed.

2.5 THE RECENT FOCUS ON POSITIVE DISCIPLINE

The positive discipline approach could play a key role in creating safer schools, where children’s rights and dignity are respected and where they are equipped to achieve their full potential. The positive discipline approach is against the application of violence, as a teaching method. Instead, it recommends giving the right direction towards the behaviour of children. Instead of developing the behaviour of children through fear, the teacher provides proper

direction to the child through mentoring, and the school ensures that the child's positive development is re-enforced in the long run (Durrant, 2010:34). In so doing, the approach not only supports children's full development but also improves the school environment by eliminating fear, teaching children self-discipline and encouraging greater pleasure and engagement in learning. The most significant way of applying this positive development, is through the implementation of the Whole School Approach to Discipline (Durrant, 2010:34).

The implementation of the Whole School Approach to Discipline should involve the common agreement of all the school personnel, the learners and their parents, regarding the issue of learner discipline. As a result of team work regarding all of those who are involved, the approach will automatically re-direct the formation of school policies and intervention strategies. Therefore, as a result of their involvement in the above process, the school policies will be highly supported by teachers and learners, and ensure that they are implemented (UNESCO, 2000:34).

The approach is best operated on three levels, i.e. the learner, the classroom and the school levels (UNESCO, 2000:34).

2.5.1 The learner/student level

First, the teacher should identify individual learners who are misbehaving and enquire as to why they are doing so. Then the teacher should consult with other teachers and involve them in order to understand what is fundamentally causing the misbehaviour. Thereafter, the targeted behaviour for improvement should be discussed and agreement should be reached between the teachers and the learners. Learners are capable of being responsible for their own actions and also motivated if teachers continuously support them (UNESCO, 2000:34).

2.5.2 At the classroom level

Issues that require discipline like smoking and drinking, should be combined to topics of other subjects like biology or life orientation. The proposition is that classroom rules should also correlate with school rules. Learners are therefore assisted to understand the school rules through the discussions of classroom rules. Furthermore, teachers should organize classroom

competitions based on school rules, and give merits or awards to the best class that can execute school rules (UNESCO, 2000:34).

2.5.3 At the school level

Based on the views and concerns of the teachers, learners, and parents, the principal should lead the designing of a policy for school discipline, using a Whole School Approach. A responsible team of teachers, in consultation with other teachers, should design an action plan to be followed by all teachers. By means of regular staff meetings, all teachers should be notified about the policy as well as its rationale and its implementation. When designing and implementing the school policy, the importance of teamwork should be emphasised (UNESCO, 2000:34).

Proactive activities at the school level could include staff development programs to update teachers' professionalism; school assemblies to develop a school culture; training activities for parents (advocacy plan) to involve them as partners in their children's education; and extra-curricular activities, such as the Boy Scouts, the Girl Guides or the Red Cross to promote self-discipline (Addi-Racah & Ariv-Elyashiv, 2008:394-415).

In the next section, there is a discussion on classroom discipline models.

2.6 CLASSROOM DISCIPLINE MODELS

The models were selected because they are recognized models making a useful contribution to the topic (eg Foundational models) and therefore the researcher decided to use them.

2.6.1 Earlier models of classroom discipline

A number of models have been developed for addressing the issue of classroom discipline practice. First an overview of the earlier models is briefly presented in the following order:

- a. Discipline through influencing group behaviour: Fritz Redl and William Wattenberg;
- b. Discipline through shaping desired behaviour: B.F. Skinner;

- c. Stages of moral development: Lawrence Kohlberg;
- d. Discipline through lesson management: Jacob Kounin;
- e. Discipline through congruent communication: Haim Ginott;
- f. Discipline through democratic teaching: Rudolf Dreikurs;
- g. Discipline through assertive tactics: Lee and Marlene Canter, and
- h. Discipline through inner self-control: Thomas Gordon.

2.6.1.1 Fritz Redl and William Wattenberg: Discipline through influencing group behaviour

According to the model by Redl and Wattenberg (1951), learners behave differently when they are in a group from when they are on their own. These theorists believe that learners' behaviour is influenced by group dynamics and peer pressure. Because of this, it is imperative for teachers to manipulate the whole group of learners, rather than focusing on individuals. Redl and Wattenberg support teachers' use of encouragement and punishment as this leads to effective discipline. They also concur that any kind of punishment given to the learners should be carefully planned and mildly unpleasant (Redl & Wattenburg, 1951:22). Learners should know what is expected of them if they misbehave and should be responsible for their actions (Charles, 2007:55). The most important point to be made about the model by Redl and Wattenberg is the positive influence of group dynamics on learners. It is therefore very important for teachers to design appropriate behaviour plans for the assessment of group dynamics and peer pressure in order to deal with inappropriate behaviours (Redl & Wattenburg, 1951:22).

2.6.1.2 B.F. Skinner: Discipline through shaping desired behaviour

According to the model by B.F. Skinner (1971), the environmental conditions in which we live determine our behavioural choices. He believes that humans respond positively to reinforcements that satisfy their basic needs. In other words, external stimuli such as rewards or verbal reinforcement should be used by teachers in order to encourage the behaviour they want from learners. Skinner discouraged the use of punishment because it makes learners avoid punishment without changing their bad behaviour or habits (Skinner, 1971:40-54). Skinner believed that the use of punishment would encourage learners to find ways of avoiding the consequences of their misbehaviour, and not truly change their undesirable behaviour or attitude (Charles, 2007:57).

The most important point about Skinner's model is that learners feel successful when they experience reinforcement for their good behaviour, which encourages them to change their bad behaviour so that they can be rewarded (Skinner, 1971:40-54).

2.6.1.3 Lawrence Kohlberg: Stages of moral development

According to Kohlberg's (1984) model, people progress through stages of moral reasoning, with each stage requiring more complex reasoning. Individuals on the pre-conventional morality level behave primarily according to the consequences of their behaviour. Then on the post-conventional morality level, individuals accept the laws of social expectation, which helps them to control their behaviour. Kohlberg emphasizes that, on the post-conventional morality level, behavioural decisions are more abstract, and may be based on principles like human rights and personal beliefs of right and wrong. Kohlberg (1984:232-263) is of the notion that self-discipline is learned by learners as they progress through the stages of moral development and acquire reasoning skills that will assist them to be responsible for their own actions.

At first, learners' behaviour will be based on avoiding punishment. Then as they become more mature, they realize the significance of school rules and get acquainted with them. Then ultimately, learners will be in a position to acquire advanced reasoning skills to be able to make moral judgements (Ormrod, 2011:75).

The most important point made in Kohlberg's model is that the stages of moral development are consistent with Piaget's stages of cognitive development, in the sense that the early stages of Kohlberg's model are based on the belief that young children are egocentric. Then as learners progress through the moral stages of development, they move from egocentric thinking to logical thinking. Eventually, some learners achieve a higher level of moral reasoning, which requires analytical thinking (Kohlberg, 1984:232-263).

2.6.1.4 Jacob Kounin: Improving discipline through lesson management

According to Jacob Kounin's (1970) model, classroom management is influenced by teacher control. Learners will concentrate in class and behave positively if the teacher gives engaging lessons with smooth transitions between interesting activities. According to Kounin, exciting lessons engage the learners and keep them from misbehaving. Kounin also believes that

“withitness” plays a major role in classroom management, in the sense that the teacher’s ability to be aware of everything that is going on in the classroom and to be in control encourages learners to behave positively. Furthermore, classroom management and discipline go hand-in-hand, in the sense that, when teachers have smooth transitions, overlapping activities, and exciting presentations during lessons, then the learners behave positively (Kounin, 1970: 165). Consequently, when learners do misbehave, the teacher should quickly address the problem, and then continue to teach so that the lesson keeps flowing and other learners are not given time to misbehave (Charles, 2007:57).

The most important point in Kounin’s model is the concept of “with-it-ness” and smooth transitions between activities during lessons. Kounin emphasizes that if the teacher always knows what is going on in the classroom, then that is advantageous in dealing with misbehaviours before they turn into more severe problems. According to Kounin’s (1970:165) model, if the teacher could apply smooth transitions between lessons, it would help the learners to remain focused on learning and would also leave no room for misbehaviour.

2.6.1.5 Haim Ginott: Discipline through congruent communication

According to Ginott’s (1972) model, learners’ behaviour is greatly influenced by communication between the teacher and the learners. Ginott emphasizes that the way in which the teacher communicates with the learners greatly influences the way they react in specific circumstances. Ginott believes that teachers should not use evaluative praise with learners, but should talk about how their behaviour influences and affects others so that learners realize how their actions affect those around them (Ginott, 1972:13). Ginott discourages the use of punishment because it creates hostility and anger among the learners. This could generate further misbehaviour, leaving fewer solutions for preventing negative behaviour. Teachers should therefore communicate positively with learners instead of blaming them (Charles, 2007:60). The most important point in Ginott’s model is that the communication between teacher and learners encourages the class to learn to talk and interact with each other in an appropriate and acceptable way that does not distinguish individuals because this could damage other learners’ self-esteem. Learners would thus learn that their words have a powerful influence on others, whether negatively or positively (Ginott, 1972:13).

2.6.1.6 Rudolf Dreikurs: Discipline through democratic teaching

According to Dreikurs's (1968) model, the way in which learners behave is according to their social status. Dreikurs emphasizes that learners, in order to get attention, gain power and control, exercise revenge, or display their feelings of inadequacy. Dreikurs believes that inappropriate behaviours could be avoided by helping learners find ways of satisfying their needs. This suggests that discipline in the classroom could be established with democratic teaching that encourages learners to be responsible for their actions and good decisions (Dreikurs, 1968:153). Instead of punishing learners for their mistakes, teachers should focus on the learners' strengths and realizing how they can grow and learn from these mistakes. Dreikurs stresses that penalties for misbehaviour should fit the misbehaviour appropriately, neither more nor less severe (Charles, 2007:63). The most important point made in Dreikurs's model is the idea of disciplining learners through democratic teaching. This method of discipline would encourage learners to develop self-discipline, which in turn would help them become more responsible individuals who are capable of learning from their own mistakes (Dreikurs, 1968:153).

2.6.1.7 Lee and Marlene Canter: Discipline through assertive tactics

According to the Canter's (1992) model, learners are the ones who should choose to conduct themselves properly or improperly. Lee and Marlene Canter emphasize that, regardless of how learners choose to behave, they are also expected to obey the rules so that they can be taught without interruption. Teachers could use positive reinforcements, such as verbal praise, in order to encourage good behaviour from learners in the classroom. Lee and Marlene Canter believe that assertive discipline should be applied in the classroom to encourage learners to refrain from behaving badly (Canter & Canter, 1992:57-61). According to the Canter's model, teachers should intervene and deal with misbehaviour in a calm, consistent manner that demonstrates that there are consequences for learners who break the rules (Charles, 2007:65). The most important point in the Canter's model is that learners should have a clear understanding of why there are rules and what the consequences would be if they misbehaved in the classroom. Learners would therefore have no excuse for behaving badly if they knew what was expected of them, should they misbehave (Canter & Canter, 1992:57-61).

2.6.1.8 Thomas Gordon: Discipline through inner self control

According to Thomas Gordon's (1991) model, behaviour is shaped by relationships with others. Gordon believes that healthy relationships help to solve problems and encourage learners to manage their own behaviour. Gordon also believes in giving I-messages in order to encourage learners to behave well (Gordon, 1991:258). According to Gordon, the I-messages inform the learners about how their behaviour affects the teacher. The I-messages help teachers communicate their needs to the learners so that they can appreciate how their behaviour is affecting others. Gordon believes that, when learners misbehave, they should be accountable. Gordon emphasizes that teachers should teach learners coping mechanisms on how to control their emotions, because this would promote learner responsibility and encourage them to exercise inner self-control while they deal with their own behaviour (Charles, 2007:79-84). The most important point in Gordon's model is that it encourages learners to establish values, because when learners make their own choices, they are automatically controlling their own behaviour. This promotes self-control (Gordon, 1991:258).

The next section presents an elaboration on four foundational models.

2.6.2 An elaboration on four foundational models

A number of foundational models have been briefly discussed above to provide an initial overview of the issue of classroom discipline. A selection from those models is discussed more extensively here in order to give further details pertaining to these models of importance to the issue of classroom discipline.

2.6.2.1 The Redl and Wattenberg Model (discipline by dealing with groups)

Fritz Redl was a highly respected psychologist and teacher. He began his career as a high school teacher in Germany. During his time in teaching, he began to recognize the need for positive and respectful relationships between teachers and learners that would not be achieved by following an authoritarian approach in the classroom. Redl travelled to the United States (US) to participate in a two-year study of the Progressive Education Association focusing on adolescents. He remained in the US, teaching at several universities. He eventually received tenure at the Wayne State University. It was here that Redl developed a treatment centre called

the Pioneer House, where delinquent boys could stay. In particular, Redl believed in love and affection during treatment and stated: “The children must get plenty of love and affection whether they deserve it or not: they must be assured of the basic quota of happy, recreational experiences whether they seem to have it coming or not” (Garfat, 2010:42). Redl categorized the defiance exhibited by these boys into four separate factors: developmental defiance; defiance wrapping; reactive defiance; and defiance ego (Redl, 1966:409-417). One must have a clear understanding of the unique background and history of individuals to be able to treat and eliminate the need for defiance (Redl, 1966:409-417).

William W. Wattenberg was a psychologist and teacher and a professor of education and clinical psychology as well as a director of the Delinquency Control Training Centre at the Wayne State University in Detroit. Wattenberg finds similarities between the ecology of nature and the ecology of the classroom. Accordingly, he maintains that, if the learner behaviour that inhibits good academic performance could be limited and controlled, teachers would not have to waste valuable teaching time on modifying individual and group behaviour. They would therefore have additional time and energy for lesson planning and assisting learners with their work (Wattenberg, 1977:256-261).

Wattenberg (1977:256-261), similarly to Redl, took a great interest in understanding and helping young people with consistent behaviour problems and the causes of their problems. This common interest led Redl and Wattenberg to cooperate in developing a model for dealing with groups. This model focuses on modifying the learners’ behaviour by disciplining group behaviour rather than by dealing with individuals’ behaviour in the classroom. The model is regarded as foundational because it shows how group behaviour differs from individual behaviour by pinpointing certain causes of these differences and explaining their causes. Specific techniques for helping teachers to deal with undesirable aspects of group behaviour are also proposed (Charles, 2001:7). This foundation model highlights classroom discipline by dealing with group behaviour. Based on this model, peer pressure has a significant effect on learners, because adolescents in groups demonstrate a greater lack of discipline than they do individually (Bezuidenhout, 2013:81). Further, according to Walker, Ramsey and Gresham (2004:51) and Seegopaul (2016:52), grouping learners who are academically weak together with those who manifest behavioural problems may promote misbehaviour among learners (Bezuidenhout, 2013:81).

Redl and Wattenberg focused on group behaviour manifestations, the study of case studies and the control of behaviour. Their intention was to assist teachers in understanding group behaviour and in coping with group behaviour in the classroom (Redl & Wattenberg, 1951:22).

2.6.2.1.1 Redl and Wattenberg's principal concepts on teaching

Redl and Wattenberg developed a number of concepts related to teaching. These concepts are discussed below:

- **Group behaviour**

Group behaviour differs from individual behaviour. Group expectations influence individual behaviour, while individual behaviour, in turn, affects the group. However, learners have to know the consequences of breaking the rules (Strahan & Layell, 2003:30).

- **The learners' roles**

When people (learners) work together as a group, certain individuals assume roles such as leader, instigator or follower. This implies that each learner has the potential to lead, given sufficient time, opportunity and good guidance by the teacher. However, if the teacher fails to create these conditions, learners in leadership roles could abuse their leadership skills. They could, instead, do things like bullying other learners. Teachers should be aware of the emergence of such roles and help to limit the detrimental effects that some of them have (Sanders & Harvey, 2000:19).

- **Group Dynamics**

The child's behaviour is affected by certain forces or influences, which are generated by groups. It is of great significance for teachers to understand these forces, particularly on how they develop and affect the child's behaviour in the classroom. In this way, it would be possible for teachers to deal with negative group behaviour (Clarke & Lobato, 2002:15-22).

- **Teachers' roles**

Group behaviour in classrooms is influenced by the learners' perceptions of teachers (Kruger, 2003:206). As learners view teachers as people who play many different roles, teachers should be aware of these potential roles and what learners expect of them (Ruder, 2006:32).

- **Diagnostic thinking**

In order to solve behavioural problems correctly, teachers are encouraged to adopt a diagnostic thinking approach that involves forming a first impression, gathering facts, investigating hidden factors (background information), taking action and remaining flexible (Di Lullo, 2004:28).

- **Influence techniques**

Teachers can correct learner behaviour and maintain class control by using influence techniques such as:

- **Supporting learner control**

This technique is extremely useful, because teachers provide learners with opportunities of working on controlling themselves – especially when the misbehaviour is mild (Brener, Kann, McManus, Kinchen, Sundberg, & Ross, 2002: 336-342).

- **Offering situational assistance**

Teachers should try to safeguard learners who are a danger to themselves or others, and who should receive assistance as soon as possible (Learning First Alliance, 2001:35).

- **Appraising reality**

Teachers should inform learners in advance what the consequences of misbehaviour are, as threats only encourage misbehaviour (Sanders & Harvey, 2000:19).

- **The pleasure-pain principle (rewards and punishment)**

Teachers should not punish learners to teach them a lesson. Instead, learners should view punishment as a natural consequence of unacceptable behaviour and teachers should apply punishment only as a last resort (Feldman, 2004:08).

- **Supporting the self-control by learners**

With this low-key influence technique, teachers address emerging problems before they become serious. They could use eye contact, move closer to learners who are misbehaving, provide encouragement, make use of humour and, in some cases, simply ignore minor incidences of misbehaviour (Clarke & Lobato, 2002:15-22).

Teachers could, therefore, correct learner behaviour and maintain good classroom behaviour by applying discipline by controlling group behaviour. In most cases, learners are capable of influencing each other, either positively or negatively through peer pressure. The application of discipline through group behaviour can, therefore, curb undisciplined learners, because learners can help each other in positive ways, particularly in the absence of teachers as a group (peer teaching). This is the best way of helping learners to discipline themselves and to maintain order in the classroom at the same time (Clarke & Lobato, 2002:15-22).

Redl and Wattenberg's model deals with the theory of group dynamics and includes several learner-control concepts that continue to be of great use in educational settings. Learners who are misbehaving could also be included in classroom dynamics despite their misconduct in the classroom. Teachers' acknowledgement of the roles in groups plays a major role in both their own effectiveness and the learners' academic progress, even if these roles change (Redl & Wattenberg, 1951:22).

2.6.2.2 The Neo-Skinnerian model (discipline by shaping desired behaviour)

B.F. Skinner is famous for his work as the most influential behavioural psychologist in recent history (Charles, 2007:57). He believed that human behaviour could be moulded by following a system of reinforcement strategies (Morris, 2007:490-515). During his experimental work

with animals, Skinner discovered that animals worked best and learned much faster if they were rewarded for their positive response rather than being punished (Skinner, 1971:40-54).

Skinner's work in the area of behaviour modification has influenced the way in which teachers reinforce behaviour in the school setting. His behaviour modification theory focuses mainly on the use of rewards to reinforce the desired behaviour. It offers teachers a positive way of working with learners. His model focuses on modifying the learners' behaviour by shaping their classroom behaviour. It is regarded as a foundation model, because it shows the learning process from a different perspective, that is, by investigating how learning is affected by stimuli received by learners after they have behaved correctly. Basing their argument on this model, Kianipour and Hoseini (2012:118) maintain that learners who are not intrinsically motivated turn to misbehaviour. Moreover, if teaching and learning have no purpose and do not allow them to have fun, then they are likely to misbehave (Van Wyk, 2000:1-74). In brief, learners show good behaviour when their basic needs are met and misbehave when they are not.

Before Skinner's work, a branch of psychology called behaviourism concerned itself with the connections between stimuli received by organisms and the responses they made to these stimuli (an approach commonly known as S-R, or the stimulus-response theory) (Skinner, 1971:40-54). Skinner examined the process of learning from a different view by investigating the effect of received stimuli on learning by organisms after they have executed a particular action, instead of before the act was done. Skinner's approach could be seen as an S-R theory. Organisms perform acts, which Skinner called operant conditioning rather than responses. Operant conditioning could be affected by stimuli applied immediately after acts are performed (Van Wyk, 2000:1-74). Sometimes stimuli may make organisms more inclined to repeat operant conditioning. Skinner called these stimuli "reinforcing stimuli" (Skinner, 1971:40-54). Skinner's life work dealt largely with investigating how animal and human behaviour are affected by the patterns and frequencies of reinforcing stimuli (Skinner, 1971:40-54).

2.6.2.2.1 Skinner's principal concepts of teaching

Skinner's principal concepts of teaching are as follows:

- **Behaviour shaping:** Behaviour is influenced when reinforcing stimuli are received immediately after organisms have performed acts. Reinforcing stimuli could,

therefore, be used to form or shape behaviour in desired directions (Van Wyk, 2000:1-74).

- **Operant behaviour:** These are acts or groups of acts performed by individuals. Operant behaviour does not comprise responses, reactions or reflexes, but rather includes purposeful and voluntary actions (Van Wyk, 2000:1-74). Operant behaviour could be a variety of acts that individuals perform voluntarily, such as speaking, entering a room, taking a seat, raising a hand or completing an assignment (Skiba & Rausch, 2004:9).
- **Reinforcing stimuli:** These are stimuli that individuals receive after performing operant behaviour that increases the likelihood of these individuals repeating the operant behaviour. Most stimuli, if they are to have a reinforcing effect, should be received within two or three seconds after the operant behaviour (Department of Education, 2000:10). “Reinforcing stimuli common in classrooms includes knowledge of results”, peer approval, awards, free time, smiles, nods and praise from teachers (Axelrod, 1993:7). Teachers normally think of reinforcement as being synonymous with rewards, although semantically they are not the same. When teachers see learners exhibiting behaviour (operant) that deserves positive attention, they often give these learners rewards (reinforcers). If receiving these rewards pleases the learners, their behaviour is likely to be repeated (Marshall, 2001:26).
- **Behaviour modification:** Worldwide, this term is used in educational settings and various kinds of training courses. It refers to the use of positive reinforcement to encourage positive behaviour (Van Wyk, 2000:1-74).

2.6.2.2.2 Beneficial aspects of behaviour modification

From the beginning of human history, parents and teachers have used punishment to motivate learning by children (Kubeka, 2004:50). Learners did what they were supposed to do or suffered either a harsh reprimand or even a beating from their teachers. This punitive system of motivation has persisted to the present day and remains evident in some classrooms. Skinner found in his experiment with learning that animals tended to respond positively when rewarded for doing something right and did not necessarily respond positively when punished for doing something wrong (Marshall, 2001:26). This was effective when it came to rats and pigeons because it was impossible to tell them what kind of behaviour was envisaged. However, punishment did not help because it did not guide their behaviour (Marshall, 2001:26).

When the notion of giving rewards for doing something right was applied to learners, an interesting fact came to light. The learners responded better to positive rewards than to punishment. Behaviour modification is therefore based almost entirely on the concept of reward. Rewards give teachers the power to work with learners in positive ways (Van Wyk, 2000:1-74). They provide an alternative to the harshness and punishment that neither the learners nor the teachers like. Rewards allow teachers to maintain control of the classroom environment by creating warm, supportive and positive input instead of cold, harsh and punitive feedback. This trend coincides with a growing inclination to humaneness in all walks of life (Department of Education, 2000:10).

The significance of this model is that it re-enforces/stimulates good behaviour on the part of learners by rewarding them. This is a valuable approach to follow in maintaining classroom discipline, because good behaviour from learners is acknowledged and recognized and therefore, rewarded. This approach automatically changes their misbehaviour in the classroom because only good behaviour is stimulated by a reward system. Learners who misbehave thus change their bad behaviour for the sake of reward. In addition, this type of discipline also improves learner performance in the classroom (Skinner, 1971:40-54).

The concept of reward and punishment grew from Skinner's work in school settings. The three basic steps in behaviour modification according to Skinner are: first, reward learners for showing good behaviour; second, avoid bad behaviour; and third, mould and encourage learners, thereby producing more good behaviour (Wiseman & Hunt, 2008:71). Positive rewards could consist of additional time at break, extra credit points, sweets or other attractive items. The main goal is for the learners to behave well, encouraged by the repeated rewards (Morris, 2007:490-515).

2.6.2.3 The Ginott model (discipline by congruent communication)

Haim Ginott was born in Israel in 1922. He attended Columbia University in New York, and earned a doctoral degree in clinical psychology in 1952. He worked with the troubled youth in a guidance clinic in Jacksonville, Florida. His experience in Jacksonville resulted in his unique combination of compassion and the need for setting boundaries. He was a clinical psychologist, a child therapist and a parent educator (Ginott, 1972:13). He wrote three books:

- *Between parent and child* (1965)
- *Between parent and teenager* (1969)
- *Teacher and child* (1972)

Ginott was the first person to identify the relationship between the way in which teachers speak to learners and the learners' behaviour. The congruent communication model is based on the premise that learners accept responsibility for their behaviour and that teachers accept responsibility for creating a climate in which proper behaviour can emanate in the classroom. Effective classroom discipline depends largely on the manner in which teachers interact with their learners. Teachers' behaviour is the decisive element in the classroom and can steer the learners' behaviour in any direction. Respect and communication are key factors in effective classroom discipline (not consequences and punishment) (Ginott, 1972:13).

It is important to note that teachers should treat learners as human beings, thus with respect. Further, teachers should demonstrate their acceptance of learners regardless of their performance in the classroom (Ginott, 1972:13).

This model focuses on modifying learners' behaviour through congruent communication. It is regarded as a foundation model because it entails communication that addresses the learners' situation; if guidance through communication between teacher and learners takes place repeatedly, it can be effective in improving and producing disciplined behaviour. Based on this model, discipline is most successful when learners and teachers work together in a cooperative spirit, and when there is an encouraging learning and teaching environment based on positive encouragement of learners (Haider, Khan, Munir, Latif & Bari, 2012:117). Encouragement is one of the most powerful teaching tools for teachers, which signifies that a democratic teaching style promotes good discipline (Charles, 2007:60).

Ginott's central focus was on the use of what he called "congruent communication". Congruent communication entails addressing the learners' situation rather than their character or personality. Ginott referred to certain congruent messages which could be followed to deflect learners from self-defensive behaviour to behaviour that is appropriate and lasting (De Klerk & Rens, 2003:353-361). For teachers hoping for instantaneous results from his suggestions, he explained that communication has to be directed all the time for it to be effective. Ginott therefore did not propose a disciplinary system that could reach its full effectiveness in a single

day. He postulated that discipline occurs over time in a series of small steps that produce real changes in learners' hearts (De Klerk & Rens, 2003:353-361).

2.6.2.3.1 Ginott's principal concepts regarding teaching

Ginott's principal concepts regarding teaching are dealt with below:

- **Congruent communication:** This type of communication is in harmony with learners' feelings about both situations and themselves (Hudson, 2006:201-217). The principle of congruent communication addresses situations rather than the learners' character and personality (De Klerk & Rens, 2003:353-361).
- **Same messages:** The same messages are communicated by teachers to allow learners to trust their own perceptions and feelings (Bonnell, 2003:59).
- **Inviting cooperation:** Effective teachers briefly describe the situation and indicate what needs to be done. Cooperation is thus invited. Teachers should not dictate to learners or issue random orders, as this would only provoke resistance (Jones & Jones, 2001:44).
- **"Correcting by directing":** Ginott used this phrase to describe how misbehaving learners should be dealt with. Instead of reprimanding these learners, they should be (re)directed to adopting appropriate behaviour (Ginott, 1972:13).
- **Laconic language:** Laconic means short, concise or brief, which describes the sort of sentences Ginott advocated for responding to or redirecting misbehaving learners. He also advised against using long or difficult words that learners are not accustomed to hearing, such as "I am against" or "I am appalled" or "I am dismayed" (Morrell, 2001:54).

This model re-enforces meaningful verbal learning in order to transform learners' behaviour. Learners are told and guided to understanding and changing their behaviour. This simply means that learners learn the best with the use of effective communication and self-directed talk, and these techniques provide opportunities for speedy interchanges with immediate feedback. Metalanguage (i.e., language that is universally understood as effective communication) is reinforced. In this way, learners can easily understand why they should change their behaviour and why their current behaviour is unacceptable (Ginott, 1972:13).

The Ginott model advocates the formation of a positive learning environment in promoting self-confidence and respect through the use of messages in which teachers foster these positive traits by communicating effectively rather than referring to learners' attitudes. This model strengthens the development of the self-concept, the encouragement of positive relationships between teachers and learners and the development of learner autonomy (Ginott, 1972:13).

2.6.2.4 The Kounin model (discipline through classroom management)

Jacob Kounin is known as a classroom management theorist. In 1964, he began working as an educational psychologist at Wayne State University. Many people believe that Kounin was highly influenced by William Glasser's work (Bohmann, 2003:12). (William Glasser developed a tool he called Choice Theory for use in his attempts to transform and revitalize school education). He designed three distinct models and practices, namely Choice Theory, Quality Management and Reality Therapy, which can be seen in all his work (Palmatier, 1998:3).

Kounin encouraged the use of discipline and instruction as one technique. Instead of separating these as two techniques, Kounin explains that teachers have to incorporate different aspects of instruction and discipline in order to create effective classrooms. By using skills in discipline and instruction, Kounin believes that one should be able to manage classrooms effectively (Kounin, 1970:165).

Kounin discovered that if learners think that teachers are aware of what is going on in the classroom, they are more likely not to misbehave. Teachers who instruct well and keep learners interested and on-task are also implementing effective classroom management skills that leave little room for misbehaviour (Kounin, 1970:165).

According to Jacob Kounin's book *Discipline and group management in the classroom*, the impact of handling one issue of misbehaviour on the other group members is highlighted. The way in which a teacher talks to a learner and uses positive remarks to correct his/her misbehaviour affects all the other members of the class or group and thus promotes good behaviour. This is the most significant aspect of Kounin's work. He is very concerned about the effect of the teacher's lesson management and the behaviour control in the classroom (Kounin, 1970:65).

This model focuses on modifying learners' behaviour through the teachers' behaviour in maintaining classroom management. It is regarded as a foundation model because it highlights the impact of the teacher's behaviour, which affects the learners' involvement in lessons, while at the same time it reduces misbehaviour. Based on this model, educators' teaching style may also influence learner behaviour. According to Glasser (1998:596), one can distinguish between a boss educator and a lead educator. The boss educator is likely to narrate (tell) instead of demonstrate (show), and tends to use force when learners resist. To the contrary, a lead educator dedicates his/her time to organizing stimulating activities for the learners and teaches out of passion for the job. Boss educators generally stimulate learners to misbehave, whereas lead educators stimulate and encourage learners to behave (Bohmann, 2003:12).

Kounin's central focus evolved over time into a search for teacher behaviour that could lead to the active involvement of learners in lessons, while deviant misbehaviour is reduced (Wolfgang & Charles, 2005:338). At first, Kounin attempted to determine how teachers responded to misbehaviour most effectively, focusing on the characteristics and personalities of teachers with regard to the verbal remarks made in the classroom. He concluded that there was a negligible relationship between comments made by teachers in classrooms and learner behaviour (Kounin, 1970:165).

He then turned his attention to the behaviour by teachers that seemed to affect attention and participation on the part of the learners during lessons. He noted that misbehaviour rarely occurred when the learners were engrossed in their work (Subbiah, 2004:114). Following up on this finding, he identified a number of classroom management techniques that could help engage learners in lessons thereby reducing misbehaviour (Kounin, 1970:165).

2.6.2.4.1 Kounin's principal concepts on teaching

Kounin presents a number of concepts regarding teaching:

- **The ripple effect:** This refers to the phenomenon observed when teachers' actions are directed at one learner and how other learners' behaviour is affected. This ripple effect could be used to the advantage of learners in primary grades but, unfortunately, this has little impact on older learners (Morrell, 2001:54).

- **Alertness:** Kounin uses this term to refer to teachers who know what is going on in “all areas of the classroom at all times” (Raymond, 2001:58). He finds this trait especially powerful in reducing learner misbehaviour (Ayers & Gray, 1998:44).
- **Momentum:** Kounin uses this term to refer to teachers presenting lessons of a good quality (good pacing and interesting material) (Wrigley, 2003:67). When teachers maintain a satisfactory momentum and tempo and make a smooth transition from one lesson to another, this encourages good behaviour (Axelrod, 1993:7).
- **Smoothness:** This term is used to indicate a steady progression without incidents or disruptions during lessons (White & Algozzine, 2001:5).
- **Group alerting:** This term refers to teachers’ efforts to alert learners to what is expected of them (Monroe, 2005:317).
- **Accountability on the part of learners:** Teachers make efforts to keep learners on their toes and involved in lessons. These efforts could include: calling on learners to respond to questions or to demonstrate or explain subject matter (Hyman & Snook, 2000:489).
- **Overlapping:** This refers to the teacher’s ability to attend to two or more simultaneous events in a classroom. It could include answering questions by learners who are working independently, while at the same time instructing a small group of learners (Nicol & Boyle, 2003:457-473).
- **Saturation:** This is a technical term that Kounin uses to refer to learners who are temporarily receiving too much information about a specific topic. Saturation is created by boredom, frustration or repetition (Rogers, 2000:21). The knowledge that teachers apply in classroom areas and how they maintain momentum during their lessons could reduce incidents of misbehaviour in the classroom (Kounin, 1970:165).

According to Kounin’s theory, in order to reduce misbehaviour in the classroom, teachers should maintain their standard of teaching and organize the material that they use during lessons. If teachers moved around and check learner activities, this would help the learners concentrate and could prevent bad behaviour (Kounin, 1970:165).

The disciplinary models discussed above are significant, practical considerations when revising and adopting school disciplinary practices and policies. It is also important to take into

consideration the fact that most aspects of these models of discipline continue to play a role in disciplinary practices in the classrooms of today.

The next section discusses the more recent classroom disciplinary models.

2.6.3 Recent classroom disciplinary models

The models to be covered in this section are more recent models:

- a. Positive discipline model (Fredric Jones);
- b. Discipline with dignity (Curwin and Mendler);
- c. Discipline guided by choice (William Glasser);
- d. Responsibility and inner discipline (Barbara Coloroso);
- e. Beyond discipline (Alfie Kohn);
- f. Three phases of discipline model (Wolfgang).

2.6.3.1 Jones's Positive Discipline model

Jones's (2000) model of positive discipline states that there is no single method of dealing with discipline in the classroom. He stresses that classroom situations vary and therefore require varying approaches. Jones asserts that each model has some effect in reducing classroom disruption and increasing productivity. For example, Jones (2000:250) suggests that the use of body language affects the maintaining of discipline in the classroom. He elaborates that good discipline comes from effective body language, which includes posture, facial expression, signals, gestures, and eye contact (Burden, 2003:50-51).

An inventive teacher motivates the learners. As all teachers are probably aware, a well-motivated learner tends to be more active at school and not misbehave habitually. However, the primary concern with this model is that teachers should be committed and dedicated to their work and learn how to maintain control by using appropriate instructional strategies (Burden, 2003:50-51).

2.6.3.2 Curwin and Mendler's model: Discipline with dignity

Curwin and Mendler (2008:119) suggest strategies for improving classroom behaviour through broadening learners' dignity and hope. The model views the teacher as a vital role player in assisting learners. The teacher is required to clearly communicate to the learners that schooling is for their own benefit. Curwin and Mendler believe that schools exist more for learners than for teachers (Van Wyk, 2000:1-74). According to Curwin and Mendler (2008:119), it is the teacher's duty to make sure that learners learn and that they behave appropriately and responsibly. Further, the writers emphasize that when the dignity of the learner is undermined, he/she is less motivated, which elevates resistance and stimulates the desire for revenge. Curwin and Mendler provide three dimensions of classroom discipline, namely prevention, action and resolution (which means that the teacher should first prevent the problem, take a positive action against it, and then find a solution for that problem). They see these aspects as valuable because they believe that the school can be a stressful place. With the application of these three dimensions by teachers, the latter could help learners regain a sense of hope. However, patience should be exercised by those who apply this model, as learners get used to the fact that they have a role to play in classroom management (Van Wyk, 2000:1-74).

2.6.3.3 William Glasser: Discipline guided by choice theory

William Glasser (1998) believes that learners' behaviour is guided by learner choice. According to Glasser's model, teachers cannot control learners' behaviour, but they can influence the learners to do things leading to better behaviour. Glasser believes that teachers could encourage good behaviour by providing activities and experiences that would satisfy learners' basic need for security, belonging, power, fun and freedom, which would motivate them to keep working in order to fulfil those needs. According to Glasser, teachers could accomplish this through meaningful lessons (lessons progressing from the known to the unknown). Glasser believes in non-coercive discipline, in which the teacher helps the learners to make choices that lead to success and fulfilment. He believes that encouraging learners to make responsible choices (by satisfying learners' basic needs) would help them to develop inner discipline (Glasser, 1998: 596).

2.6.3.4 Barbara Coloroso: Responsibility and inner discipline

Barbara Coloroso (2002) believes that behaviour is shaped by freedom of choice. According to her model, learners learn to conduct themselves in an acceptable manner through opportunities whereby they can make decisions and deal with the outcomes of those decisions. She emphasizes that this promotes learners' responsibility and self-control (Coloroso, 2002:101). Coloroso believes that punishment should be used very rarely or not at all because it often causes resentment. According to Coloroso, discipline can be very effective for learners because when the teacher shows the learners what they have done wrong and helps them to solve their problems, the learners' dignity remains intact and they develop responsibility and inner discipline. Coloroso believes that, in so doing, learners would be encouraged to deal with problems in a mature manner that would help them to be responsible, disciplined citizens (Charles, 2007:25-40). The most important point in Coloroso's model is that learners could develop responsibility through problem-solving rather than punishment (Coloroso, 2002:101).

2.6.3.5 Alfie Kohn: Beyond Discipline

According to Alfie Kohn's (2001) model, classrooms should be supportive communities that encourage learners to learn in a meaningful way that promotes problem-solving and perspective. He believes that traditional instruction is meaningless, and learners often forget information that they have learned after they take tests to demonstrate their learning. Kohn proposes that teachers allow their learners to learn about what interests them the most (Kohn, 2001:251). He believes that learning should be made meaningful for the learners so that they can feel free to make mistakes and learn from them. Kohn believes that if teachers respected the learners, then, in return, the learners would respect the teachers. Classroom discipline should focus on helping learners to become caring, responsible problem-solvers who would make wise decisions (Kohn, 2001:251). The most important point in Kohn's model is that learners will learn how to be responsible citizens who are capable of solving problems themselves (Kohn, 2001:251).

2.6.3.6 Wolfgang's three phases of discipline models

According to Wolfgang (2001:4), classroom discipline could be effective if teachers moved through three phases of the model, namely Relationship-Listening (RL); Confronting-Contracting (CC); and Rules-Consequences (RC).

2.6.3.6.1 The Relationship-Listening (RL)

This model embraces the notion that a learner's behaviour is shaped by inner forces and that he/she has the ability to change his/her own behaviour. This model involves minimal application of teacher control and power and is therefore similar to Gordon's (1991:258) teacher effectiveness training model. For example, the teacher could explain to the learner how disturbing his/her action is to the teacher. Then, due to a feeling of guilt, the learner would change the behaviour. Successful resolution of this learner-teacher relationship depends upon the warmth, empathy, and communication between the two parties (Wolfgang, 2001:4).

2.6.3.6.2 The Confronting-Contracting (CC)

This model asserts that the child's behaviour is moulded by the interaction of inner as well as outer forces. This model involves moderate levels of teacher control and power, similar to Dreikurs's (1968:153) social discipline model and Glasser's (1998:596) control theory. Questioning and counselling are usually the mode of intervention. The teacher does not waste time to approach the learner face-to-face and reprimand the learner's behaviour. Consequently, the learner is expected to change behaviour immediately. A verbal agreement may be reached between the teacher and the misbehaving learner committing to future cooperation (Wolfgang, 2001:4).

2.6.3.6.3 The Rules and Consequences (RC)

This model is based on the premise that the child develops as a result of outer forces or external stimuli. This model involves high levels of teacher control and power, similar to those of Canter and Canter (1976:57) and Jones (2000:250). This model asserts that the classroom belongs to the teacher, whose role is to initiate the rules and consequences for the purpose of reaching and

maintaining order. The teacher praises and reinforces learners who adhere to classroom rules and punishes or applies negative consequences to learners who misbehave (Wolfgang, 2001:4).

However, Wolfgang states that since there is no similar way of disciplining learners, therefore it is not compulsory for teachers to apply a single approach to discipline. The model of discipline that a teacher executes might be determined by his/her characteristic way of thinking, feeling and behaving in a particular classroom (Wolfgang, 2001:4). For example, new teachers may struggle not to encounter discipline problems when initiating classroom rules, whereas mature teachers are able to initiate classroom rules without any complications because they know from experience what works best for the learners (Wolfgang, 2001:4). In addition, Tomal (2001:38-45) emphasizes that teachers might need to use different methods of discipline depending on each unique situation. Therefore, student-teachers (new teachers) need to understand a range of different methods of discipline in order to be able to overcome disciplinary problems in the classroom (Wolfgang, 2001:4). In the next section, a summary of the role of the educator in maintaining classroom discipline is provided.

2.7 A SUMMARY OF THE ROLE OF THE EDUCATOR IN MAINTAINING CLASSROOM DISCIPLINE

Glasser (1998:596) emphasizes that in the past, teachers did not have specific disciplinary programmes. They maintained order by making the unruly and the unmotivated leave the classroom. Currently teachers are trying to keep those learners in school and finding ways of keeping them quiet and behaving well.

Curwin and Mendler (2008:119) refer to the models from the past as “obedience models” due to being built on teachers gaining power over learners through punishment and intimidation in an effort to gain control. Curwin and Mendler believe that what obedience offers teachers is some form of relief, as well as a sense of power and control over the learners. Eventually, learners who are too obedient to teachers turn to be immature, irresponsible and isolated (Curwin & Mendler, 2008:119).

Teachers today recognise that the obedience model is effective for only about 50% of learners (De Bruyn, Cillessen and Wissink, 2010:543-566). It does not promote critical thinking to change unacceptable behaviour, nor is it useful in building emotional intelligence. De Bruyn,

Cillessen and Wissink (2010:543-566) suggest that classroom discipline programs should comprehend/encompass the following three actions of teachers:

The first one is that it must make provision for educating learners the process of self-discipline. De Bruyn *et al.*, (2010:543-566) emphasize that teachers cannot assume that learners would learn appropriate behaviour purely through the identification of inappropriate behaviour. Nor can they take for granted that punishing bad behaviour of learners will automatically change them (De Bruyn *et al.*, 2010:543-566).

Second, De Bruyn *et al.*, (2010:543-566) believe that learners ought to know in advance what the teacher's expectations are regarding both schoolwork and behaviour. The patterns of behaviour that are practiced in one classroom are not necessarily to be recommended in the next classroom. Therefore, teachers have to inform learners as to what their specific expectations are. It is therefore necessary for these rules to be jotted down and exhibited in the classroom (De Bruyn *et al.*, 2010:543-566).

Thirdly, De Bruyn *et al.*, (2010:543-566) point out that the expected acceptable behaviour when learners are reading silently is different to the behaviour expected when learners are doing groupwork. By the same token, behaviour expected of learners in the classroom is not the same as behaviour expected of learners on the playground or sports field. The more common agreement there is between the teachers and administrators regarding acceptable learner behaviour at school, the easier will the transition process be from one particular situation to another. The teacher should make sure that learners in the classroom understand their expectations for each of the different learning situations (De Bruyn *et al.*, 2010:543-566).

An overview of various discipline models should help teachers to select and use the models that match their own philosophy and that produce the outcomes they desire. However, according to Grossman and Roos (1991:83-89), discipline models can be classified as follows: Environmental, Personal, Behavioural, and Social.

2.7.1 Environmental

The idea underlying this classification holds that behaviour can be partially explained by analyzing the variables in the classroom setting. These variables include the following aspects:

physical arrangements (for example, how the tables and chairs are arranged), social contingencies (for example, how learners are grouped for instruction), and the level of structure and classroom stimulus conditions (for example the colour of the walls and floors, the amount of noise, etc.) (Grossman & Roos, 1991:83-89).

The structured learning environment is corroborated by Jacob Kounin's model, which emphasizes setting up an environment that encourages appropriate learner behaviour (Kounin, 1970:165).

2.7.2 Personal

The idea underlying this classification is that of recognition of the feelings and values of others in order to promote personal growth and self-development. Inherent in this approach is respect for the self and others, a trusting environment, and the examination of personal values (Grossman & Roos, 1991:83-89).

The personal classification is echoed in Ginnot's model, which emphasizes giving what he calls sane messages to help learners grow individually (Ginott, 1972:13).

2.7.3 Behavioural

This strategy emphasizes two general processes. The first is Operant Conditioning, which emphasizes the role of reinforcement (particularly reward and punishment). The second is Counter Conditioning, which emphasizes ways of substituting an adaptive for a maladaptive response, for example squeezing a small rock in a pocket to stop nail biting (Grossman & Roos, 1991:83-89).

The behavioural classification is supported by Skinner's model, which emphasizes the idea that teachers can shape learners' behaviour along the desired lines by using the systematic application of reinforcement (Skinner, 1971:40-54).

2.7.4 Social

Children are not always able to understand the culture and values of the society in which they live. The social classification entails helping people develop the skills they need to function in the wider society (Grossman & Roos, 1991:83-89).

This social category is also seen in Redl and Wattenberg's model, which points out what is obvious to most teachers, which is that learners behave differently in groups from when they are acting individually. Their model helps teachers learn how to deal with group behaviour (Redl & Wattenburg, 1951:22).

It is very important to apply the models of discipline, if a teacher is to change the learners' misbehaviour, because each of them has a significant role to play in education. It depends on the teacher to choose the model that suits him or her best when it comes to changing the learners' behaviour (Jones, 2000:250)

2.8 CONCLUSION

In this chapter, the historical background to the banning of corporal punishment from schools and its consequences were discussed. The functions of classroom discipline and the recent focus on positive discipline were briefly explained. Then the models of classroom discipline were discussed followed by a summary of the role of the educator in maintaining discipline in relation to these models.

In Chapter 3, 'Discipline from the perspective of classroom management', is presented.

CHAPTER 3

DISCIPLINE FROM THE PERSPECTIVE OF CLASSROOM MANAGEMENT

3.1 INTRODUCTION

In order to obtain an in-depth understanding of classroom discipline, it is imperative to discuss classroom management, because these are inter-related concepts; learner discipline requires the application of sound classroom management by the teacher. This chapter presents an overview of classroom management issues in the light of the need for learner discipline.

3.2 THE RELATION BETWEEN CLASSROOM MANAGEMENT AND DISCIPLINE

One of the greatest challenges teachers experience is maintaining order in the classroom so as to achieve the necessary academic objectives. According to White and Algozzine (2001:3), classroom management pertains to organizing materials, planning, setting goals, giving instructions, supporting learners, assessing their progress and maintaining a positive atmosphere and a good sense of humour in the classroom. Further, classroom management deals with how disciplinary procedures are being carried out by the teacher so as to maintain an orderly environment conducive to working and to creating suitable structures and procedures in the classroom. Thoroughly explaining procedures to the learners before expecting them to follow them tends to enhance classroom management (White & Algozzine, 2001:3).

Effective classroom management is an essential precondition to creating an orderly environment in which proper teaching and learning can take place. Accordingly, empirical studies by Akinseinde (2014:9), Badmus (2001:35) and Mayer (2002:30-36) are of the notion that problems of classroom management usually faced by novice teachers ranges from ineffective classroom discipline to inadequate classroom leadership. In school-wide classroom disciplinary studies, Cotton (2006:67-83) reports that a high incidence of disciplinary problems, such as cheating, truancy, bullying and insubordination, could be associated with poor classroom management. Other disciplinary problems reported are poor dressing by learners and arriving late at school, which disrupts the regular flow of classroom activities (Brophy, 2006:17-43). Hammerness (2003: 43-56) and Mayer (2002:30-36) observe that many

beginner teachers lack the ability to understand different classroom situations and how to deal with them accordingly. In addition, many new teachers are reportedly inconsistent in their enforcement of classroom disciplinary codes among learners (Richardson & Fallona, 2001:705-728; Lesley, 1994:11-19; Ikoya, 2007:138-142). Okoroafor (2006:75) maintains that most final-year education students lack basic classroom leadership skills, particularly the ability and confidence to exercise discipline. These inadequacies compound the problem of classroom discipline. Hall and Hord (2000:38) together with Onu (2006:26) observe that student-teachers require more training in classroom motivational skills. Well-motivated learners, as these authors point out, are better prepared for learning and more inclined to behave appropriately than learners who are poorly motivated. It is clear to the researcher that the classroom management skills enumerated above relate closely to maintaining discipline in the classroom (Okoroafor, 2006:75).

Schools, administrators, parents and education stakeholders are consequently extremely concerned about teachers' competency, particularly that of novice teachers. Another concern is that of how classroom management, including learner discipline, could be improved (Onu, 2006:26). Pigge and Marso (1997:225), and Gheith (2003:83) are of the opinion that this situation could be addressed by ensuring that newly-appointed teachers were adequately trained during their pre-service training. This should incorporate a well-articulated, properly implemented and adequately supervised classroom management training program. Thus, newly-appointed teachers should be trained in classroom management before they start teaching rather than afterwards. However, Good and Brophy (2000:57), Hausego (1994:355) and Smith (2010:11) disagree, recommending instead that newly-appointed teachers should be guided to acquire the appropriate classroom management techniques over time, with the aid of mentorship, in-service training and other similar professional development programs. Despite these divergent opinions among scholars and practitioners as to the timing of training, there is a concrete measure of agreement that all educational programs for teachers, whether pre- or in-service, should include appropriate training in classroom leadership, classroom communication and the management of classroom behaviour and discipline. Disciplinary problems could be addressed if teachers were trained and experienced in classroom management (Onu, 2006:26).

In the next section, the functions of classroom management and their relationship to a disciplined classroom environment are discussed.

3.3 CLASSROOM MANAGEMENT FUNCTIONS WHICH ENHANCE A DISCIPLINED CLASSROOM ENVIRONMENT

The following classroom management functions, that is, planning (Paragraph 3.3.1), organizing (Paragraph 3.3.2), leadership (Paragraph 3.3.3), policy-making (Paragraph 3.3.4) and control (Paragraph 3.3.5), will be considered in the light of their role in enhancing classroom discipline. The discussion highlights how teachers should establish and maintain a good working environment in the classroom where order and cooperation are nurtured.

3.3.1 Planning and classroom discipline

Most education specialists regard classroom planning as the first and most important management activity. Every purposeful activity in the classroom should be based on thorough pre-planning. This also forms the basis for better use of the available time, resources and opportunities. Kruger and Van Schalkwyk (1997:119) see the planning process as consisting of the following aspects: formulating objectives (what has to be achieved), formulating policy (which guidelines, principles or programs should be followed if these objectives are to be achieved), collecting information (which information is needed), analyzing information (which information should be applied), making decisions (the implementation of the relevant information), and planning the lesson (Kruger & Van Schalkwyk, 1997:119).

Planning promotes discipline because it sustains order and pro-active teaching and learning in the classroom. The incidence of poor behaviour is reduced when the teacher enters the teaching and learning environment fully prepared for the lesson, with the necessary resources (Kruger & Van Schalkwyk, 1997:119).

3.3.1.1 Lesson planning, preparation and execution and classroom discipline

The complexities of classroom life demand that teachers not only have the relevant knowledge and insight, but also demonstrate practical decision-making and planning skills to implement effective teaching and learning events (work schedules and lesson plans) in order to achieve what is expected of learners in their classes (Stein, Remillard & Smith, 2007:353).

Teachers should have an in-depth knowledge of lesson planning, and they should prepare and execute their lessons effectively in order to manage their classrooms well and to avoid disciplinary problems. For example, when teachers plan their lessons according to Bloom's taxonomy and the questioning methods and presentation of material proceed step by step from the simple to the complex, all the learners are accommodated. Teaching and learning are done according to the learners' levels of understanding and they are given enough time to master the material. This reduces the chances of certain learners growing restless and inattentive when their needs are not being met. Lesson planning should re-enforce knowledge, skills, values and attitudes as well as how these concepts are to be achieved in order to maintain order in the classroom (Anderson & Spaulding, 2007:22-31).

Sound lesson planning and preparation are supported in Glasser's Choice Theory of classroom management, where he suggests that teachers should plan and arrange their learning environment in the best way possible both to meet the learners' needs and to intervene by way of improving behaviour (Paragraph 2.6.3.3).

3.3.1.2 Facilitative tasks and classroom discipline

Facilitative practices make use of skills rather than power in order to maintain discipline in the classroom. In other words, learners are in control of teaching and learning by exploring their thinking skills while discovering relevant information for themselves. The teacher acts only as a facilitator. The usual methods of control are replaced with social influence techniques for facilitating and managing classrooms, where learners share ideas as a group and arrive at common solutions. Teachers currently do not appear to understand classroom systems very well, because most of them are trained to direct their efforts entirely to individuals instead of grouping learners according to their level of understanding so that they can help each other (peer-teaching) (Hansen, 2001:729-735).

The following are the distinguishing characteristics of classroom groups that teachers should facilitate to promote an orderly environment (Hansen, 2001:729):

- Achieving cooperation and unity of effort;
- Establishing standards to coordinate work procedures;
- Improving conditions in systems by using problem-solving solutions;

- Modifying or changing conditions in classroom systems.

Facilitative tasks in classroom management should also be planned carefully to ensure an orderly environment. Teachers have to plan activities if they are to encourage learners to participate spontaneously. Knowing and understanding learners is very important for teachers when planning classroom activities. They could become acquainted with their learners simply by observing them, and gathering and interpreting as much information as possible about them. By doing this, teachers are conducting contextual analysis. If teaching is to start from the learner's context, knowledge about their context becomes imperative. Contextual analysis gives teachers information about the teaching-learning context which they can use in their lesson preparation when planning for effective teaching (Clark, 2005: 45).

The value of developing facilitative tasks is also included in Glasser's model of Choice Theory where he suggests that it is the teacher's duty to plan and arrange the learning environment in the best way possible to meet the learners' needs and to intervene appropriately to ensure the required behaviour (Paragraph 2.6.3.3).

3.3.1.3 Maintenance tasks and classroom discipline

The nature of classroom maintenance activities involves handling conflict, restoring individual morale and helping groups to adapt to changes in their environment (Buluc, 2006:30-51). Further, upgrading maintenance methods relies on the active involvement of members of groups, the level of performance in problem-solving activities and the assistance learners receive in decision-making about working conditions in the classroom (Kruger & Steinman, 2003:14). The teacher should, therefore, maintain active involvement of the learners as a group in given tasks, especially when it comes to problem-solving and decision-making in the classroom. By ensuring that learners remain focused on task completion, the potential for disciplinary problems is greatly reduced. Learners would be far less likely to disrupt classroom activities (Buluc, 2006:30-51).

Planning how to handle maintenance tasks effectively is of the essence for every classroom manager. When preparing their lessons, teachers should know the extent to which their own ability and personality helps them effectively impart information to the learners. For instance, if teachers plan to use the discussion method to present a lesson, they should have a clear

understanding of what is meant by a discussion. The discussion method can be applied to any learning area, provided that the teacher has abstractly thought about the topic under discussion and how to involve the learners (Jaques & Salmon, 2007:6).

This strategy (the maintenance task) is also part of Glasser's model of Choice Theory, in that he favours learners working in small groups. According to Glasser's theory, it is imperative to divide the learners into small groups so that capable learners can help those who are in need of additional support, which also promotes peer teaching and reduces conflict (Paragraph 2.6.3.3).

3.3.2 Organizing and classroom discipline

Organizing means to give orderly structure to the dynamic relations between the teacher and learners in the classroom. It involves, among other things, assigning certain duties and responsibilities, and the systematic completion of tasks in order to attain set and collective goals (Kruger & Van Schalkwyk, 1997:119-162). According to Kruger and Van Schalkwyk (1997:119-162), organizing consists of the following: determining, analyzing and systematizing different tasks; allocating duties and responsibilities (delegation); establishing channels of communication; forming relationships; and announcing arrangements. Teachers should involve their learners in the classroom organization as often and as meaningfully as possible, in order to manage their classroom successfully and reduce discipline problems. Learners could, for instance, be encouraged to take part in organizing the physical lay-out of the classroom, decorating it or planning classroom routines (Piek, 2000:64).

3.3.2.1 Classroom routines

Regular classroom routines contribute to good classroom management. A daily routine in order to engage learners immediately in the classroom is of great importance. The main purpose of this routine is to review the current lesson at hand by asking learners questions and settling the class down ready to begin with assignments while the teacher deals with the attendance register and prepares to commence with the first lesson (Zukerman, 2000:243-250).

Zukerman (2000:243-250) sees organizing classroom routines as implying the following:

- Orderly changing of classes between lessons

- The teacher's method of checking homework
- Maintaining discipline and neatness in the classroom
- Orderly distribution of books and other materials during lessons
- Collective handling of aspects such as lighting, temperature, ventilation and subject atmosphere
- Handling seating arrangements

More could be added to the above list. The organization of a task is completed as soon as all arrangements to put the plan into action have been made. The learners should know exactly what is expected of them. Decisions that the learners have taken as a group can now be activated and the necessary resources must be put together in accordance with the set goal of teaching and learning and the maintenance of discipline in the classroom (Zukerman, 2000:243-250).

This value of classroom routine in terms of discipline is also operative in Jones's Theory of Positive Discipline whereby he emphasizes that teachers should demonstrate proper behaviour, and use appropriate classroom management methods which provide dignity and stimulates cooperation among learners. If learners perceive that they are respected as individuals, their behaviour will be positive (Paragraph 2.6.3.1).

3.3.2.2 Rearrangement of seating

In the Foundation and Intermediate Phase, there should be adequate space for movement. Young learners need floor space on which to work indoors and should be able to physically change their groupings during a lesson. For example, during sessions of storytelling, groups of learners could sit on the floor while other groups remain at their tables for other activities. The responsibility is the teacher's to plan and organize such arrangements to minimize disruptions and reduce discipline problems (Hawes, 1979:146). In the secondary school, seating for learners in the classroom is equally important in promoting sound classroom management. The best way for teachers to reduce conversations among learners or excessive classroom noise is to re-arrange learners to make sure that friends are no longer sitting together (Zukerman, 2000:243-250).

The value of effective seating is supported by Jones's Positive Discipline of Classroom Model in which he emphasizes that the teacher should focus on classroom activities that learners are doing in an organized classroom, so that he/she can quickly assist any learner. Unnecessary movement should be restricted (Paragraph 2.6.3.1).

3.3.3 Leadership and classroom discipline

According to Mumford, Campion and Morgeson (2007: 154-166), leadership is having the power to influence others' behaviour in order to achieve mutually desired objectives. Gray and Starke (1988:219) maintain that the process of leadership comprises using non-coercive influence to direct and co-ordinate the actions of the members of an organized group in order to accomplish group objectives. The vision and the communication of this vision of leadership may be described as the facilitator integrating and dynamically applying their abilities in an authoritative manner, in turn convincing, inspiring and directing the followers to reach common objectives (Van der Westhuizen, 2008:63). Teachers as leaders should employ different leadership styles in classroom management and should communicate their leadership vision to reduce disciplinary problems and to inspire and motivate learners (Piek, 2000: 64). These classroom leadership styles are discussed below.

3.3.3.1 Leadership styles

3.3.3.1.1 Democratic leadership style

A democratic leadership style is characterized by a teaching style that is peaceful and inviting (Barnades, 2015:888-891). Democratic classroom managers encourage their learners to take part in various aspects of decision-making, determining classroom policies and organizing classroom activities. This leadership style has few disadvantages but has the following advantages:

- Learners have the confidence to actively take part in a variety of classroom activities because they receive adequate recognition and appreciation.
- Sympathetic guidance from the teacher creates a calm classroom atmosphere which enhances creativity among learners.

- Learners are continually involved in the learning activities without competing with each other.

Teachers who display a democratic leadership style usually have a remarkable knowledge of their subject and of human nature. They possess exceptional didactic skills and have strong values which they do not hesitate to act on or live out. Their behavioural characteristics are friendliness, helpfulness, approachability, and warmth. In such a teacher's classroom, learners feel at ease. They show respect and wish to give their best (Barnades, 2015:888-891).

However, there are various other leadership styles which are of less positive value to learners. As they may be of use in specific circumstances, they are also discussed below.

3.3.3.1.2 Autocratic leadership style

The autocratic teacher stands at the centre of the learning process. Instead of all learning activities being learner-centred, they are teacher-centred. The following aspects are commonly found in an autocratic classroom:

- One-way communication
- Little allowance for creative thinking
- Learners have little or no say in classroom matters
- Rigid discipline
- The teacher is very reserved

This type of leadership style does indeed bring about good order and a set routine, but it prevents spontaneous learner participation. Learners are also more uncertain about what is expected of them. They feel inhibited and may lose interest in the subject more easily (Smoketh, 1995:79).

3.3.3.1.3 Laissez-faire leadership style

In some aspects this style is exactly the opposite of autocratic leadership. The teacher's greatest concern is often how popular he or she is with the learners and they are then allowed too much

freedom. Since serious disciplinary problems are experienced in these teachers' classes, their learners' academic performance suffers. These teachers display little or no ambition to be promoted and for this reason they present their lessons with no real enthusiasm or long-term expectations (Bess, 2006:67).

3.3.3.1.4 Chameleon leadership style

Teachers who apply a different leadership style every day are compared to a chameleon that continuously changes its colour. This practice is more often found among new teachers as a result of their limited experience, lack of a set classroom routine and other external factors. This leadership style confuses learners, because they never know what the teacher's expectations or reactions will be in the classroom. Despite this, most learners can be very accommodating and soon adapt to this leadership style, especially in new or younger teachers' classrooms. Should more senior teachers use this style because of their unique personality or fickle temperament, learners would find it more difficult to adjust (Schein, 2011:173).

3.3.3.1.5 Crisis leadership style

Crisis leaders usually run late, are forgetful and often do not complete things in time. Most of them can be good subject teachers, except when it comes to administrative tasks. This type of leadership style does not affect the learners directly because it has more to do with classroom administration (Handy, 2018:86). This style can be applied during the teaching and learning time in order to maintain order and control, especially where various control mechanisms are needed to manage conflict in the classroom (Handy, 2018:86).

3.3.3.2 Leadership Models

Rogers and Freiberg (1994:366-376) identified two classroom leadership models: the *teacher-centred* and the *person-centred model*. This classification is useful in identifying a teacher's classroom management approach, particularly when it comes to democratic (person/learner-centred) and autocratic (teacher-centred) leadership styles. Strategies used in classroom management according to the models are presented in Table 3.1 (Rogers & Freiberg, 1994:366-376).

Table 3.1: A comparison of discipline in teacher-centred and in person-centred classrooms

Teacher-centred	Person-centred
Teacher is the sole leader.	Leadership is shared.
Management is a form of oversight.	Management is a form of guidance.
Discipline comes from the teacher.	Discipline comes from within the self.
Teacher takes responsibility for all the paperwork and organization.	Learners are facilitators for operating in the classroom.
Few students are the teacher's helpers.	All the learners have the opportunity to become an integral part of the management of the classroom.
Teacher makes the rules and posts them for all the learners.	Rules are developed by the teacher and learners in the form of a constitution or contract.
Consequences are fixed for all the learners.	Consequences reflect individual differences.
Rewards are mostly extrinsic.	Rewards are mostly intrinsic.
Learners are allowed limited responsibilities.	Learners share in classroom responsibilities.
Few members of the community enter the classroom.	Partnerships are formed with business and the community groups to enrich and broaden the learning opportunities for the learners.
It is autocratic because learners see the teacher as the source of information and centre of learning.	It is democratic because learners are given the opportunity to research and discover information by themselves.

Source: Rogers and Freiberg (1994:366-376)

The implication for classroom discipline in the above exposition is that, ever since corporal punishment was abolished in South Africa in 1994, the teacher-centred model/ approach (autocratic leadership style) has been replaced by the person (learner)-centred model/ approach (democratic leadership style), and this has had consequences for classroom management (Rogers & Freiberg, 1994:366-376).

3.3.3.3 Leadership and establishing desirable values for mutual respect

Information on the norms, values and customs of the learner is very important. Knowledge of learners' values, norms and customs provides a valuable framework for teachers involved in the planning and presentation of lessons. Values management is an essential leadership task for the teacher in establishing an orderly classroom atmosphere. Teachers should therefore teach the class about mutual respect and other values promoting order and a good classroom atmosphere. They should also ensure that learners are encouraged to cooperate by giving the learners an explanation of their personal expectations (Ostrosky, Jun, Hemmeter & Thomas, 2003:62). Games, songs and stories that are part of the social norms and values of the learners promote participation in lessons and result in an understanding of diverse values which enhance respect (Ostrosky *et al.*, 2003:62).

Good values management is conducive to effective teaching and learning and a good classroom climate.

3.3.4 Classroom climate and discipline

The teacher as leader and manager in the classroom plays a crucial role in establishing a healthy classroom climate. A good classroom climate requires the teachers to possess the following:

- an understanding of the economic and cultural background of learners;
- their religious beliefs;
- their home environment, and
- their neighbourhood environment.

Teachers should be able to establish a good classroom climate and their attitude towards learners should be positive. In addition, they should try to understand the learners' viewpoints and the things that might be affecting their behaviour (Ostrosky *et al.*, 2003:62).

Teachers should also help learners to accept personal differences by providing opportunities for individual learners to make unique contributions to various classroom activities (Ratcliff, 2001:84). Further, they should help learners to understand and accept differences in race,

religion, economic status and physique. The emphasis on establishing a good social climate in the classroom is also up to the learners, who have to work with others to foster wholesome emotional development (Kruger & Steinman, 2003:14).

A positive classroom climate in which mutual respect for diversity is demonstrated promotes good learner behaviour and avoids disciplinary problems (Kruger & Steinman, 2003:14).

3.3.5 Development and empowerment of learners to enhance sound discipline

3.3.5.1 Empowerment

Empowerment involves allowing learners to take control of the learning process (emancipatory teaching). According to Bowers (1997:38), the task of education is to develop critical awareness of one's own situation, which empowers one to be free from a submissive attitude to gain assertiveness. Put differently, education is the only way in which humans/learners can make their own decisions and defeat situations that limit them. Lather (2004:759) observes that the most preferred conception of the term empowerment is that of individual confidence, flexibility and the psychological experience of feeling powerful. The key question is what the teacher can and should do as the classroom manager to empower learners.

According to Piek (2000:64), a good teacher, as mentor to the learners, is expected to inspire them to productive cooperation, to motivate them to develop their skills and potential as effectively as possible, and to contribute to establishing and promoting a flourishing culture of learning in the classroom. In the role of development and empowerment, the teacher could use the following strategies to develop and empower learners (Piek, 2000:64):

3.3.5.1.1 Initiating

The teacher initiates action by stimulating interest, expectation and an interesting learning climate. The teacher poses challenges to the learner's inherent interest and eagerness to learn, and makes each child aware of certain needs which are common to all. The teacher also guides them in satisfying these needs by exercising the necessary choices and actions (Bowers, 1997:38). When learners' needs are satisfied, they are empowered to make sound choices and exercise self-discipline (Bowers, 1997:38).

3.3.5.1.2 Assigning tasks

The class teacher provides guidance by assigning tasks. A learner's ability to think independently is recognized, but is not over-emphasized. The virtue of leadership lies in leading or guiding followers (learners) in such a way that they say afterwards "We did it". In being assigned tasks or responsibilities, the learners learn which methods, principles or approaches to apply in initiating the desired objectives (Lather, 2004:759). When learners receive proper guidance for the assigned tasks, they are able to complete them competently, develop greater confidence and become self-disciplined in the process (Lather, 2004:759).

3.3.5.1.3 Control over implementation

To take effective guidance to its final conclusion means that the teacher as leader should also make sure that the desired effect has been achieved. Certain skills are mastered only after repeated action, such as drilling and practising certain techniques. Failure to activate such actions is an important cause of learning problems (e.g. disability, inattention, dysfunctional thinking skills) and leads to frustration and bad behaviour. Teachers should be so meticulous in their guiding role that they immediately identify learners who seem to have such problems. These learners should receive specific and sympathetic guidance in order to get them to strive for and do what is correct (Piek, 2000:64). When learners receive specific and sympathetic guidance such as drilling and practising certain techniques, they develop control and become self-disciplined (Piek, 2000:64).

3.3.5.2 Learner development

Like all managers/leaders, the class teacher is expected to help develop his/her learners to their full potential, not only at the cognitive (academic) level, but also at the effective emotional level, including the social and ethical possibilities. Developing the totality of the learner's human potential can be formal (planned) or informal (spontaneous). Incidental learning can occur in the classroom; cultural activities, camping trips, sport and other outdoor activities offer infinite opportunities for positive personal development (Gragg, 1994:15).

When teachers, as leaders, attend to learners' cognitive, emotional, social and ethical development, they assist them in becoming fulfilled, confident and self-disciplined individuals who will have far less occasion to exhibit poor behaviour (Gragg, 1994:15).

3.3.5.2.1 Learner guidance

Followers (learners) should constantly be led, supported and motivated in executing tasks or actions. As humans do not live or work in isolation, the teacher has the special task of guiding learners in certain aspects of their socialization, such as working together in a group, developing sound human relations and exercising effective interpersonal communication. Teaching learners to handle conflict and criticism effectively reduces conflict in the classroom (Duminy, Dreyer & Steyn, 1990:30). When learners are able to handle conflict and think critically in terms of problem-solving, they become self-disciplined (Duminy *et al.*, 1990:30).

3.3.5.2.2 Learner decision-making

Education is about teaching learners effective decision-making skills useful in all the spheres of life. Optimizing learners' ability to make the right choices according to an organized and analytical thinking pattern based on a sound ethical foundation is the task of the teacher as classroom leader. Teachers who rise to this challenge in their teaching practice are an asset to the community. The way in which the teacher exercises leadership depends on their own and unique leadership potential. In this respect, the teacher as the classroom manager, serves as the learners' primary role model for good or bad decision-making. Too many teachers underestimate this important role that they have in learners' lives (Freire, 2000:183).

When learners can develop effective decision-making skills for all the spheres of life, they become self-disciplined and autonomous individuals (Freire, 2000:183).

3.3.6 Policy-making and classroom discipline

Policy-making is a central component of school and classroom management. To maintain discipline in the classroom, the educator has to design a classroom policy (Schulze & Dzivhani, 2002:119-130). A classroom policy which includes a code of conduct that clearly indicates the expected behaviour creates a more positive learning environment and also leads to better

discipline. It is the duty of the educator to ensure that the classroom policy corresponds to the school policy (Schulze & Dzivhani, 2002:119-130).

The classroom policy should not be seen as the educator's document. Collaboration with learners ensures that they share in the policy. Learners are likely to abide by the policy if they take part in designing it, as opposed to a policy that is imposed on them by the educator. When designing a classroom policy, the educator ought to guide the learners to make sure that rules are clearly followed and are reasonable. An educator is obliged to make sure that the rules in the classroom policy are drawn up at the beginning of the year and applied consistently throughout the year. It is necessary to give clear instruction to the learners when it comes to misconduct or what they can expect if they misbehave. Japanese education is widely recognized as successful because learners and educators compile a policy, rules and procedures together (Nieman & Monyai, 2006:106). Giving learners rights and responsibility makes them feel comfortable in the classroom. When learners feel that the teacher has confidence in them they perceive classroom management to be their responsibility (Hansen, 2001:729-735).

Policy-making is determined by the environment within which the school conducts its business. It is important for teachers to know and understand school policy, as it develops around them, so that they can implement it constructively. There are two types of policy in education, namely external policy and internal policy. External policy is set down by the Department of Education (e.g., SA Schools Act, Curriculum 2005); teachers have no direct control over this or authority to change it. Internal policy includes the policies and rules that the school assumes for itself and which govern the activities of the people on the school premises. Internal school policies have to be reviewed periodically to ascertain whether they are serving the needs of the school and are still aligned to departmental policies (Kramer, 2000:8). The same applies to a classroom policy (Kramer, 2000:8). The same applies to a classroom policy which is also prescribed by law in South African schools and has to be in accordance with the departmental policies (Kramer, 2000:8). According to the South African Schools Act (South Africa, 1996a: A-47), discipline should be maintained in classrooms and on school premises, so that the teaching and learning processes will not be interrupted (see Paragraph 1.2.4).

3.3.7 Control and classroom discipline

Control, as managerial function, is directly related to learner discipline. Many varied strategies are suggested for achieving and maintaining control in the classroom (O’Neil, 2004:31). If teachers are to maintain proper classroom control, they have to provide a conducive classroom environment; ensure proper respect for authority is achieved and maintained in their classrooms; make sure that the interests, ideals and skills of learners are developed; and, lastly, teachers should be approachable and friendly (Buluc, 2006:30-51). Teachers should achieve some kind of equilibrium in the classroom. They need to maintain a visible physical presence, while still concentrating on motivating learners to normally do what they desire. The main aim is for learners to develop appropriate behaviour through disciplining themselves, instead of being punished (Buluc, 2006:30-51).

3.3.7.1 Models of control

Wolfgang and Glickman (1995:279-301) propose three models of classroom interaction and discipline. The models were selected because they are recognized models making a useful contribution to the topic and therefore the researcher decided to use them.

3.3.7.1.1 Interventionist model

Teachers following an interventionist model believe that learners learn good behaviour primarily when behaviour is reinforced by rewards or punishments. Consequently, they exercise a high degree of control over classroom activities (Wolfgang & Glickman, 1995:279-301).

This model is supported by Skinner’s model of discipline through shaping the desired behaviour (Paragraph 2.6.1.2).

3.3.7.1.2 Non-interventionist model

Non-interventionist teachers believe that learners are eager to be in control in the world outside of school. Consequently, learners should be allowed some control in the classroom process of

teaching and learning, and the teacher should merely facilitate the activities (Wolfgang & Glickman, 1995:279-301).

This model is supported by Coloroso's model of responsibility and inner discipline (Paragraph 2.6.3.4).

3.3.7.1.3 Inter-actionalist model

Inter-actionalist teachers believe that good behaviour is learnt through learners interacting with the outside world of objects and people. Therefore, interactionalists propose that learners and teachers should share the responsibility for classroom management. In other words, teachers should allow learners to take responsibility for their learning in his/her presence (Wolfgang & Glickman, 1995:279-301).

Aspects of this model are supported by Dreikurs's model of discipline through democratic teaching (Paragraph 2.6.1.6).

The table below illustrates the relationship between the three models.

Table 3.2: Classroom Management Models

Interventionist	Inter-actionalist	Non-Interventionist
The teacher has primary responsibility for control.	Learners and teacher share responsibility for control	Learners have the primary responsibility for control.
Teacher develops classroom rules	Teacher develops classroom rules with some student input.	Learners develop classroom rules with teacher's guidance
Primary focus is on behaviour	Initial focus is on behaviour, followed by feelings and thoughts	Primary focus is on feelings and thoughts
Minor emphases on individual differences	Moderate emphases on individual differences	Major emphases on individual differences

Teacher moves quickly to control behaviour.	Teacher allows some room for students to control behaviour but protects the rights of groups	Teacher allows some room for students to control behaviour
Types of interventions are rewards, punishment token economy	Types of interventions are consequences and class meetings	Types of interventions are non-verbal cues and individual conferences

Source: Wolfgang and Glickman (1995:279-301)

Wolfgang and Glickman (1995:279-301) believe that although teachers act according to all three models of discipline, one model is usually in control when it comes to judgement and actions. Thus, teachers alternate the exercise of power and control between learner and teacher (Martin & Shoho, 2006:30).

3.3.7.2 Classroom rules

Classroom control is inextricably linked to the design and implementation of classroom rules in order to establish a disciplined milieu. The main purpose of establishing classroom rules together with the learners is to ensure that rules are clearly communicated and explained to the learners and that the learners reach an agreement as to whether rules are necessary and reasonable. Planning or developing classroom rules with the learners prepares them to know exactly “what is expected of them if they break the rules” (Zuckerman, 2000:243-250). Classroom rules should, *inter-alia*, reduce the chatter during lessons. The application of such a classroom rule could follow the ensuing steps: the teacher writes down the names of learners who talk while a lesson is being presented on the board; as a penalty, learners could be given detention or suspension as punishment, depending on the frequency of the misconduct (Zuckerman, 2000:243-250).

This strategy of classroom rules is supported by Canter and Canter’s Assertive Classroom Management Model, which is based on the notion that learners react positively to fair rules which have specific outcomes, depending on the learners’ willingness to execute them (Paragraph 2.6.1.7).

Classroom rules are also present in Glasser's Model of Choice Theory where he stresses that the teacher should help learners to achieve success by teaching them to make relevant behavioural choices. Glasser believed in letting learners choose and decide for themselves when it came to classroom rules and curriculum design. According to Glasser, this helps the learners to be in control of the learning process which motivates them to be confident in their actions (Paragraph 2.6.3.3).

3.3.7.3 Timing of reactive and proactive control measures in the classroom

Classroom control measures may range from reactive to proactive measures. Kounin's proactive principles stress that effective classroom managers are successful, not because they are good at handling disruption when it occurs, but because they are good at extending the time learners should spend on task engagement. Their main goal is not to prevent the misbehaviour and disruption altogether, but to create a learning environment that is well organized, with high-quality teaching and supportive feedback to learners (Paragraph 2.6.1.4).

Kounin, when referring to proactive classroom management, emphasizes that enforcing proactive behaviour management from the beginning is much more effective than reacting when misbehaviour occurs (Paragraph 2.6.1.4). Pro-active interventions are applied during teaching and learning in order to reduce classroom disruptions. These strategies could include varying the pace of the lessons; allowing for pauses; encouraging and stimulating the interest that learners show; and re-focusing their attention by re-directing off-task behaviour. Learners can be re-focused on the task by showing an interest in their work (Levin & Nolan, 2003:48). When redirecting the learners' attention, teachers should tactfully pinpoint learners who are not paying attention, thus encouraging them to concentrate again (Levin & Nolan, 2003:48). Boosting interest is featured in Ginott's congruent communication model, where he emphasizes that learner behaviour is greatly influenced by communication between the teacher and the learners. He points out that the way in which the teacher communicates with the learners greatly influences the way they react in specific circumstances (Paragraph 2.6.1.5).

Proactive intervention is featured in Skinner's Behaviourism Model (Paragraph 2.6.1.2), where he suggests that teachers should strongly guide learners' behaviour to reach the desired outcomes by rewarding good behaviour and avoiding or preferably punishing bad behaviour. People tend to repeat actions that satisfy them, and avoid actions that make them

uncomfortable. This is referred to as stimulus response or conditioning, which basically comes down to creating a habit. Skinner suggests that, by helping learners to develop the right habit, classroom management could easily be facilitated (Paragraph 2.6.1.2).

By contrast, re-active interventions are strategies focusing on implementing immediate disciplinary measures to regulate disruptive behaviour. Teachers could apply non-verbal strategies to respond to learners who are disruptive by giving a stern look, circulating around the classroom while conducting a lesson, tapping quietly on a learner's desk or relocating learners to new seats away from distractions. In this way, teachers sometimes use body language to discipline disruptive learners (Levin & Nolan, 2003:48). This kind of intervention is included in Jones's model of Positive Discipline (Learner-Directed Learning) where he emphasizes that, by employing appropriate body language, the teacher automatically helps learners to realize how to control themselves (Paragraph 2.6.3.1).

In addition to non-verbal strategies, teachers could use verbal strategies in an effort to change or improve the learners' behaviour. Learners could be reminded of the agreed class rules. Teachers could impose consequences immediately, such as giving detention or sending a letter home, if the learner's disruptive behaviour continues. In addition, the teacher could call out the names of disruptive learners, after which verbal warnings could be issued. Their seating could be changed, giving them a choice of working at their new desk. In the above ways, teachers use these communication skills in order to discipline disruptive learners (Levin & Nolan, 2003:48).

This kind of intervention is seen in Canter and Canter's Assertive Classroom Management Model, which asserts that learners react positively to direct and indirect teacher communication accompanied by specific results, depending on the learners' willingness to execute them (Paragraph 2.6.1.7).

The next section discusses communication as a component of classroom management and its role in maintaining discipline.

3.4 COMMUNICATION AS COMPONENT OF CLASSROOM MANAGEMENT AND ITS ROLE IN MAINTAINING DISCIPLINE

Communication skills are very important for all managers, including teachers as managers of their classrooms. The word communication, according to Ivancevich and Matteson (2002:36), is derived from the Latin word *communi*, meaning “common”. The communicator seeks to establish a “commonness” with the receiver. Therefore, it can be said that communication is the result of a common understanding between the communicator and the receiver (Ivancevich & Matteson, 2002:36).

Communication can make or break a lesson. Teachers who communicate effectively engage learners and keep them engaged, while developing their learners’ concentration, absorption of knowledge and retention skills. Important ways in which teachers learn to communicate clearly and confidently are the study and practice of their verbal skills, such as volume, tone and modulation, and of their non-verbal skills, such as eye contact, facial expressions and gestures. Teachers have to be able to capture and hold the attention of any class without difficulty for an entire lesson. Effective communication will promote classroom discipline as can be understood from the ensuing discussion (Ivancevich & Matteson, 2002:36).

3.4.1 Verbal communication skills

A boring voice lulls learners to sleep. Teachers require effective verbal skills. It is preferable that learners not experience boredom during a lesson, and much of this hinges on the attitude of the teacher. Cowley (2009:12-13) states that the teacher should be confident and vigilant when talking to learners in the classroom.

3.4.1.1 Volume

The volume of a person’s voice refers to how loudly or softly they speak. Teachers should test their volume to determine how effective it is in their classes and since learners react differently to the personalities of different teachers. A lesson in which a teacher speaks at a high volume throughout can be just as boring as one in which the teacher speaks at a low volume all the time. During lessons, teachers should vary the pitch of their voice to prevent learners from becoming bored (Cowley, 2009:12-13).

3.4.1.2 Tone

When talking to each other, people interpret not only the words that are spoken but also the emotional undertones, often unconsciously. Tone refers to the quality of the voice. A person could speak in any number of tones; sympathetic, sarcastic, nervous, and so on. Tone can be a useful tool for teachers. For example, when reading tales to children, it is imperative to imitate the voice of each character in the story. It is also significant for teachers to change their voice during oral presentation so that the learners could be inspired (Cowley, 2009:12-13).

3.4.1.3 Emphasis

Emphasis is the amount of effort a speaker puts into pronouncing a word or a phrase in a sentence. Teachers emphasize certain words because they want to stress a particular point. Teachers should take care to specifically highlight the main points, identifying certain words or phrases. This technique helps to prevent boredom and avoid disciplinary problems. New teachers need to plan ahead where and when they want to use stress words. As they gain experience, they will emphasise key phrases automatically (Ivancevich & Matteson, 2002:36).

3.4.1.4 Pitch

Pitch refers to the notes of a person's voice which range from low to high. Pitch is a powerful part of using the voice loudly and clearly, particularly in communicating emotion. For example, a teacher saying, "You are not allowed to copy someone else's work" in a high-pitched tone carries quite a different emotional message from when it is said using a low-pitched voice. The higher pitch makes the teacher sound agitated, while the lower pitch makes him/her sound serious. Teachers who use pitch competently during a presentation, speak in a high-pitch when they want to make the class enthusiastic or excited about something. A low-pitch is used when they want learners to be serious (Ivancevich & Matteson, 2002:36).

3.4.1.5 Timing

"Time to the speaker is the same as punctuation to the writer" (Ivancevich & Matteson, 2002:36). In other words, in verbal communication, pausing has the same purpose that a full stop or comma has in writing, namely to pass on the information in meaningful blocks. When

teachers explain a concept, they can pique learners' interest by pausing at specific places in the sentence (Ivancevich & Matteson, 2002:36).

Some teachers have a habit of raising their voices before pausing in the middle of a sentence, as if they were asking a question and want the learners to answer. This technique can work if it is occasionally used with very young children, but it should be avoided when dealing with older learners because it makes them feel inferior, as if they were being treated like toddlers. Pausing works particularly well when one emphasizes the word or phrase that follows the pause. These communication skills constitute the pro-active interventions strategies that are applied during teaching and learning in order to reduce classroom disruptions (Cowley, 2009:12-13).

The verbal communication skills strategy is used in Ginott's congruent communication model when he emphasizes that the learners' behaviour is greatly influenced by communication between the teacher and the learners. He stresses that the way in which the teacher communicates with learners greatly influence the way in which they react in specific circumstances (Paragraph 2.6.1.5).

3.4.2 Non-verbal communication skills

An inspirational teacher is the one who not only has strong verbal skills but also has strong non-verbal skills which can promote an orderly classroom environment. In the literature on communication, non-verbal skills are sometimes called body language, which includes the skills discussed in the following sections (Ekman, 2003:68-94).

3.4.2.1 Eye contact

Using eye contact correctly is probably the most important non-verbal communication skill that teachers need to master. Eye contact is a powerful tool for a teacher to grasp to hold the learners' attention because it tells them that the teacher is confident and sincere. Learners understand spoken words better when they have eye contact with the teacher, because they feel that the teacher is talking directly to them. Teacher-learner eye contact should convey trust and credibility (Ekman, 2003:68-94).

The teacher should avoid looking at notes or a text book all the time, as it means making no eye contact with the class while teaching. The ideal teacher looks at the class almost non-stop while he or she talks. A crucial point to remember is that a teacher's eye contact should include all the participants in the class. At times the teacher's eye contact may be a sweeping glance over the whole class, and at other times the eyes could rest briefly on particular learners (Ekman, 2003:68-94). The eye contact with individuals should be all-inclusive, otherwise all sorts of visual discrimination could occur, for example, when teachers make direct eye contact with only their favorite learners and ignore learners they dislike. This constitutes discrimination. In classes of 30 learners or fewer, the teacher must make eye contact with every learner at least once during a lesson. In larger classes, the teacher should mentally divide the room into sections (e.g., six areas in the class) and give equal visual treatment to all the sections (Ekman, 2003:68-94). Making eye contact with learners is an effective way of maintaining classroom discipline (Ekman, 2003:68-94).

3.4.2.2 Facial expression

A person's facial expression carries information about emotions; in the classroom context facial expression does not necessarily refer to the feelings of the teacher, but rather to the feelings that the teacher would like the learners to execute, like enjoyment or curiosity. When a teacher begins to utter, the learners immediately focus on his/her facial expression because it conveys to them how the teacher feels and also it indicates the focus point of the lesson (Ekman, 2003:68-94). Once the lesson is in full swing, the teacher's face should display a variety of expressions to keep the learners interested, otherwise their attention wanders. An expressionless face is as deadly in a classroom as a monotonous voice. To get the best out of each learner, a teacher's facial expressions should change frequently (Ekman, 2003:68-94). Facial expressions can convey pleasure or displeasure with learner behaviour and is thus an effective means of exercising discipline (Ekman, 2003:68-94).

3.4.2.3 Gestures

Gestures are movements of the body that express thought or reinforce a verbal message, mostly by moving the hands, arms or head. Apart from using gestures to emphasize speech, teachers also use gestures to maintain contact with the class and to order the flow of communication. Research has shown that learners remember material better when teachers use gestures

(Valenzeno, Alibali & Klatzky, 2002:70). The two head gestures most-used are nodding and shaking the head. Nodding is used to indicate 'Yes', to show agreement and to encourage a learner. Shaking the head indicates 'No', disagreement and refusal. Head movements make messages more vivid. Pointing is the gesture that is used most often in classrooms to point in various directions for reinforcement (e.g., to draw attention to an object, picture or model in the classroom). Hand movements make the entire class feel that the teacher is speaking to them in a personal, meaningful way. For instance, to invigorate a speech, a teacher could hold both hands up, palms facing the class, saying something like 'Stop' or 'Wait'. Gestures can engage the class, thereby assisting order (Valenzeno *et al.*, 2002:70).

3.4.2.4 Movements and appearance

All teachers must master the skill of moving confidently around the classroom (Cowley, 2009: 12-13). Teachers earn their learners' respect when they are self-confident. When a teacher comes across as weak, misbehaviour such as cheek and defiance are evoked. Therefore, to maintain control and order in the classroom, the teacher should, from time to time, move around the class, especially if some learners start to become restless. Moving around the classroom is difficult if the classroom is overcrowded or has different levels. But, even then, the teacher should move as much as possible. To teach a class while in a seated position is unacceptable, because it creates the impression that the teacher cannot connect with the learners (Cowley, 2009:12-13).

The teacher's physical appearance and dress code are also powerful non-verbal cues in the classroom. Learners find physically attractive teachers more likeable, especially when they first meet their teachers (Ekman, 2003:68-94). It is therefore advisable for teachers to pay attention to their appearance. They should dress in such a way that a stranger would immediately be able to distinguish between teachers and learners (Ekman, 2003:68-94).

Non-verbal communication skills can mostly be referred to as re-active intervention strategies because teachers apply non-verbal strategies to respond to learners who are disruptive by giving a stern look, circulating around the classroom while conducting a lesson, tapping quietly on a learner's desk or relocating learners to new seats to boost their interest. In this way, teachers use body language to discipline disruptive learners (Ekman, 2003:68-94).

The use of non-verbal communication skills in the exercise of discipline is evident in Jones's model of Positive Discipline (Learner-Directed Learning) where he points out that teachers may employ appropriate body language in order to discipline learners in the classroom (Paragraph 2.6.3.1).

The next section discusses conflict management as a component of classroom management.

3.5 CONFLICT MANAGEMENT AS A COMPONENT OF CLASSROOM MANAGEMENT

Conflicts among learners or between teacher and learners in the classroom are bound to arise at some time and teachers have to manage these effectively to maintain good relationships, reduce disruption and ensure a safe and orderly environment. Debates and discussions with learners on discipline and the management of conflict empower the learners, giving them insight into their behaviour, and a sense of responsibility for their actions (Nieman & Monyai, 2006:106). Teachers as mediators of learning should identify any problem behaviour, discuss it with the learners and invite them to suggest ways of dealing with the problem. If the problem is complex and learners cannot offer solutions, the teacher may do so, asking learners to select one solution and commit themselves to the chosen solution. Nieman and Monyai (2006:106) maintain that once the learners' suggestions have been heard and a particular option has been decided on, the learners must undertake to keep to the solution. Teachers should be prepared to admit that they also make mistakes and must apologize to the learners if they have been wrong or unfair in any way (Nieman & Monyai, 2006:106). This creates a sense of trust, respect and cooperation between teachers and learners, leading to an atmosphere that is conducive to learning (Nieman & Monyai, 2006:106).

Spilt, Koomen, Thijs and Van der Leij (2012:305) performed a seminal study on the effects of good teacher-child relationships to manage behaviourally at-risk primary school learners. Healthy relationships between teachers and learners facilitated positive social emotional development and reduced external misbehaviour, like physical attacks (Spilt *et al.*, 2012:305). Sensitivity and reflection practices among teachers are key in approaching conflict with children with behavioural problems, instead of punishing them (Spilt *et al.*, 2012:305). Spilt *et al.*, (2012:305) developed the Positive Discipline in Everyday Teaching model (PDET), whereby the teacher can convey conflict as a strategy of teaching learners how to control their

feelings and also to settle conflict without offending others. PDET includes goal setting for learning and discovering useful solutions to resolve demanding situations. Teachers as classroom managers should treat learners with dignity and integrity during the learning situation (Durrant, 2010:13). The resolution of conflict between the learners and their teachers has significant implications for future success and social emotional development. PDET should be practised every day, not only when the problems occur. Every situation is different and teachers have to consider each situation because every child is different and unique. It is very important that discipline and conflict management are adapted to the age of the child (Spilt & Koomen, 2012:49).

3.5.1 Conflict management in the primary school

The following serve as examples of how conflict can be managed in an age-appropriate way in primary schools.

3.5.1.1 Disruptive behaviour

A common problem in the teaching-learning situation is the group of learners that makes noise whilst the lesson is in progress. It becomes complicated for the teacher to focus in a noisy classroom. The teacher should not shout at the learners, but should ask them in a calm voice about what is going on or whether they have questions about the lesson. However, by allowing the learners to brief the class about why they were making noise, the teacher is somehow providing opportunities for classroom discussions. The teacher should also remind the learners about the classroom rules, which they set themselves. The teacher could point out that their noise is distracting the class or lesson presentation (Goel, 2015:24-28).

3.5.1.2 Fighting

Another common problem in primary school classrooms is teasing, squalling and even physical aggression. For instance, during a group activity, learners may alert the teacher that two classmates in one group are fighting. The teacher discovers that learners were provoking each other. They have irritated each other to an extent of ending up fighting. In a case like this, it is imperative for the teacher to immediately talk to both learners, conveying equal attention to both sides, in order to determine the cause and effect of the fight. The teacher

should remind the learners about the classroom rules and point out that in any situation, hitting or hurting each other is unacceptable and it will not resolve the conflict. The learners should be asked to suggest ideas on what they could do to resolve the situation (Goel, 2015:24-28).

3.5.1.3 Rudeness

Rude behaviour is another common feature in primary school classrooms. When the teacher reprimands a learner, he or she may retort and answer the teacher's queries in a rude manner. However, the teacher should not pre-judge, but understand that sometimes learners answer rudely because they cannot manage their frustrations or anger. The teacher should remind the learners about the classroom rules and tell them that as a teacher, they would like to help the learner to perform better in school (Goel, 2015:24-28).

The next section discusses stress management and its impact on classroom discipline.

3.6 STRESS MANAGEMENT AND ITS IMPACT ON CLASSROOM DISCIPLINE

Teacher stress is brought on by individual characteristics as well as environmental factors. Individual characteristics typically include personality, age, gender, and the ability to cope. The most common environmental factors include learner behaviour, poor working conditions, the scarcity of resources, and a heavy workload (Guglielmi & Tatrow, 2001:1-65).

Stress negatively impacts the physical and mental well-being of teachers (Spector, Chen, & O'Connell, 2000:211). It is therefore important for teachers to have the ability to identify stress so that it can be managed positively. The teacher, subsequently, is the primary conveyor of stress, because he/she is a victim of stressors that are caused by the demands of everyday educational activities (Hepburn & Brown, 2001:691). It is quite important for teachers to deal with stress, especially with strategies that suit their characteristic way of thinking, feeling and behaving. People react differently to stressors. The management of teacher stress is essential if the individual teacher is to be able to maintain positive discipline in the classroom (Hepburn & Brown, 2001:691-695).

Teacher stress can be described as any characteristic of the school environment that threatens the teacher (Sutton, 2000:7-8). Teacher's stress is determined by the socio-economic status of an individual and work related issues (Guglielmi & Tatrow, 2001:61). Two types of stress can ultimately affect teachers: task-based stress and role-based stress. Task-based stress can be associated with different tasks that are problematic and which they must execute in their teaching, including dealing with disruptive learners (Pettigrew & Wolf, 1982:373). On the other hand, role-based stress can be associated with the expectations of the teachers' role in relation with work-related matters, including stress induced by insufficient resources to perform adequately (Pettigrew & Wolf, 1982:373). Role stress may also be related to the factors within an organization that affect how they should work (Hepburn & Brown, 2001:691-695). Those organizational factors can be related to unrealistic deadlines, unnecessary paperwork, unreasonable budgets, and disturbing survey authorities (Hepburn & Brown, 2001:691-695). The characteristic way of thinking, feeling and behaving of a teacher is very important in considering the amount of experienced stress. Furthermore, teachers' work related issues determine the extent to which they suffer from stress (Guglielmi & Tatrow, 2001:61-65). A teacher who copes with stress effectively does not typically experience conflict between personal values and those of the educational authorities, has a high ambition to succeed in their job, and does not easily get distressed or excited. This kind of a teacher suffers less stress than others do (Bachkirova, 2005:340-352).

Teachers require emotional support, social support and job satisfaction to maintain personal well-being. The latter is essential if teachers are to have the right attitude and mental resilience to implement positive discipline in the classroom (Bachkirova, 2005:340-352).

3.6.1 Strain

Strain can be caused by any irritating psychological, physiological, or behavioural outcome in a teacher (Sutton, 2000:7-8). In general, strain results from an interaction between an individual and their environment. Strain is measured in terms of psychological, physiological, or behavioural dysfunction (Guglielmi & Tatrow, 2001:61-65). Physiological dysfunction consists of any bodily complaints (pains) (Sutton, 2000:7-8). Psychological dysfunction can include depression, anxiety, and a negative attitude towards life and employment. Abnormal behaviour is caused by substance abuse, (Sutton, 2000:7-8), drinking or eating in an unhealthy way (Guglielm & Tatrow, 2001:61-65). Teachers require behavioural, physical and

psychological support to maintain personal well-being and thus be capacitated to maintain positive discipline in the classroom (Guglielm & Tatrow, 2001:61-65).

3.6.2 Burnout

Burnout is the emotional, mental and physical fatigue caused by job-related stress and basically entails any negative responses by teachers to this stress (Blasé, 2002:13-40). Burnout typically occurs when own resources are unable to help a person to cope with stress, which originates from the perception of the individual that there is inconsistency between hard work and remuneration. It is characterized by de-personalization and a decline in personal achievement. Teachers can be considered to be suffering burnout if they display attitudes that de-personalize the learners and exhibit few personal accomplishments in their work (Hastings & Bham, 2003:115). It is essential that teachers receive emotional, mental and physical support, such as the opportunity for physical exercise or training, so that they are healthy in body and mind and can thus implement positive discipline in the classroom (Hastings & Bham, 2003:115).

3.6.3 Causes of teacher stress

Stress often results from teachers having difficulty negotiating various aspects of interaction with the learners (Hepburn & Brown, 2001:691-695), or from very demanding circumstances which deprive them of time and interfere with instruction (Blasé, 2002:13-40).

A key source of teacher stress can be directly linked to the learners, which has strong implications for classroom discipline. Teachers commonly attribute most of their stress to learners (Hastings & Bham, 2003:115). Stress emerging from disciplining learners, implies that teachers should act as ‘police officers’, baby sitters and also managers at the same time, which causes an overload of roles to be executed by teachers (Blasé, 2002:13). The most stressful learner misbehaviours tend to be extreme sociability, disrespectful behaviour, and lack of attentiveness (Hastings & Bham, 2003:115). Griffith, Steptoe and Cropley (2005:517) discovered that more stress is experienced by primary school teachers as compared to secondary school teachers. Primary school teachers often teach one group of learners for the duration of the school year, which means that they are responsible not only for educational activities, but also for learners’ moral and social development. The highest levels of stress in

these teachers are caused by increased responsibility, work satisfaction, and learner misbehaviour. Other aspects causing stress include learner discipline management, learner apathy, under-achievement, and absences (Blasé, 2002:13-40).

Thus, it is essential for teachers to be trained to manage learner behaviour through positive disciplinary strategies so that the classroom is managed in an orderly way that promotes learning and teaching (Blasé, 2002:13-40).

3.6.4 Teacher responses to stress

Teachers respond to stress in different ways. Most of the coping strategies teachers use appear in the form of confrontation or conflict. These strategies are used to lessen or remove external stress, including learner-related stress (Blasé, 2002:13-40). Most teachers resolve classroom stress emanating from learner discipline by applying strategies like calling the parents, discussing the problem, modifying behaviour, scolding the learner, removing the learner from class, inflicting fear, isolation, and actively ignoring it. Confrontational strategies to deal with classroom stress caused by learner indifference include numerous techniques and materials, individual and personalized instruction, rewarding positive behaviour, and striving to be entertaining (Blasé, 2002:13-40).

Another form of confrontational strategy is the development of adaptive strategies. Adaptive strategies manage the consequences of stress for the teacher although they do not directly affect the source of the stress. Examples of these are ignoring the learner, not giving extra effort, and surrendering (Blasé, 2002:13-40).

Finding positive ways of dealing with stress will permit teachers to hold on to their commitment, as a result, encouraging them to keep up the good work as dedicated teachers. Satisfied teachers demonstrate less attrition, thus succeeding to maintain a stable educational workforce. Teachers should be able to apply positive strategies like behaviour modification, parent involvement and rewarding positive behaviour, in order to maintain positive discipline in the classroom (Blasé, 2002:13-40).

3.6.5 Coping strategies

Coping is defined as dealing with problems or difficulties in a calm and appropriate way. The impact of stress on teachers' psychological and physiological well-being is determined by how teachers cope with stress in the school environment (Griffith, Steptoe & Cropley, 2005:517-518).

Positive strategies commonly used by teachers outside school premises in order to reduce stress, can be associated with meditation, exercise, movement and reading (Gulwadi, 2006:503). These strategies that enable teachers to deal successfully with a difficult situation like stress, modify how they perceive stress (Griffith *et al.*, 2005:517-518). However, there are adaptive strategies for helping teachers address and cope with stress. The best strategy is the application of the Social Emotional Learning (SEL) Program (Schonert-Reichl & Hymel, 2007:20), which aims at reducing emotional stress and improving academic performance. This is discussed in the following section (Schonert-Reichl & Hymel, 2007:20).

3.6.5.1 Social Emotional Learning Program

Schonert-Reichl and Hymel (2007:20) discuss the growth of the SEL movement and its importance in education, which has recently received even more mainstream attention. SEL originated at the University of Illinois's Collaborative Centre for Academic, Social, Emotional Learning (CASEL), founded in 1993 by Daniel Goleman and Eileen Rockefeller. They integrated SEL practices into primary and secondary schools through explicit social skills instruction and into academic instruction. They describe five social and emotional learning competencies for learners: self-awareness, self-management, social awareness, relationship skills and responsible decision-making (CASEL, 2015:102).

These competencies are developed in learners to produce the following four learner outcomes:

- increased positive behaviour;
- decreased misbehaviours;
- academic success; and
- reduced emotional distress (CASEL, 2015:102).

These outcomes are designed to help learners engage more in classroom activities. SEL practices can be integrated into everyday classroom practices and learner programs. The five SEL competencies of CASEL can be developed by two popular programs: Mind-Up and Inner-Kids. The Mind-Up curriculum comprises 15 lessons for primary school aged learners. The goals of the program are:

- to improve focus, concentration and academic performance;
- to reduce stress and anxiety;
- to provide coping skills for peer-to-peer conflicts;
- emotion regulation; and
- to develop greater empathy for others.

Schonert-Reichl and Lawlor (2010: 137) evaluated the Mind-Up program's effectiveness for grades 4-5 learners in a public elementary school. To understand the impact of the program on social and emotional competency, they evaluated measures of executive function, such as problem-solving, shifting attention tasks and working memory. Teacher and learner reports of pre-social behaviour and well-being were also collected. All the teachers noted significant improvement in classroom culture and learner attentiveness. Finally, a test of executive function found that learners showed an increase in regulatory abilities and faster reaction times. Learners showed increased optimism about school (Schonert-Reichl & Lawlor, 2010:137).

Programs such as the SEL program could assist teachers in managing their classrooms optimally and reducing disciplinary problems by helping learners develop self-awareness, self-management, social awareness, relationship skills and responsible decision-making (Schonert-Reichl & Hymel, 2007:20).

3.7 CONCLUSION

This chapter discusses the five key functions of classroom management (i.e., planning, organizing, leadership, control and policy-making), which enable a disciplined classroom environment. Teachers, as classroom managers, should be trained to execute their managerial tasks to cultivate a positive culture of learning and teaching in the classroom. One of the many

beneficial outcomes of sound classroom management is a safe and orderly classroom characterized by self-disciplined learners and a teacher with a high level of job satisfaction. In particular, related classroom management issues (i.e., communication, conflict management, and stress management) and their impact on the maintenance of sound discipline were identified and discussed.

In Chapter 4, the research design for the qualitative research inquiry is presented.

CHAPTER 4

RESEARCH METHODOLOGY AND DESIGN

4.1 INTRODUCTION

In Chapters 2 and 3, the conceptual framework for the empirical investigation on primary school classroom discipline and management was presented. In Chapter 2, the literature study pertaining to classroom discipline and selected models of the strategies that may be adopted in maintaining classroom discipline among primary school learners were discussed. Chapter 3 discussed classroom management functions enhancing a disciplined classroom environment, as well as classroom management issues impacting on discipline.

The focus of Chapter 4 is on the research design and methodology for the empirical investigation. The research approach and the research methods applicable to this investigation into classroom discipline and classroom management are described. Sampling, data collection and analysis, trustworthiness and the ethical considerations of the research inquiry are also discussed.

The researcher used a qualitative research approach in order to describe, interpret, and analyse events at six selected Gauteng East primary schools, as well as what the significance of these developments are for the people who are executing them with regards to classroom discipline. A substantial explanation of the research design is given to make sure that the qualitative approach is administered correctly and significantly. Furthermore, the researcher systematically laid out an extensive methodological foundation and presented an informative account of research strategies which were adopted to conduct a detailed qualitative research.

The next section discusses the aims of the research.

4.2 AIM OF THE RESEARCH

The main aim of the study was to determine the relevant knowledge and skills required by educators and HODs to implement and maintain sound classroom discipline as an alternative to corporal punishment in primary schools in the Gauteng East district.

In line with the above-mentioned aim, the following objectives were formulated:

- a) To identify and discuss the theoretical frameworks for behaviour modification and key models which inform classroom discipline and the use of positive alternatives to corporal punishment as presented in the research literature;
- b) To expound the relationship between classroom management and classroom discipline as presented in the literature and to determine how HODs and teachers as educational managers perceive and resolve classroom discipline challenges;
- c) To explore how a purposively selected group of primary school HODs and teachers in the Gauteng East District view their experiences, skills and knowledge regarding classroom discipline and management in a post-corporal punishment era through a qualitative study using multiple techniques for data gathering;
- d) To determine which strategies could be developed and employed by primary school teachers and HODs in the Gauteng East District in order to maintain effective classroom discipline and management;
- e) To make recommendations on the design and implementation of positive disciplinary measures in South African primary schools in the light of the post-corporal punishment era based on the findings of the literature study and the qualitative inquiry.

The next section discusses research design and methodology.

4.3 RESEARCH DESIGN AND METHODOLOGY

Generally, research could be viewed as a systematic, collaborative activity between researchers and their participants. Research usually entails a problem-solving approach when collecting and analyzing primary data (White, 2005:2-3). Methodology deals with systems and rules when conducting research (Creswell, 2008:117) and often refers to the different methods which are applied in the research in order to collect data, which is a basis for interpretation, explanations and predictions (Cohen et al., 2007:30). The choice of a research method depends largely on the problem being investigated and the specific questions to be tested by the researchers (Creswell, 2008:117).

4.3.1 Literature study

According to McMillan and Schumacher (1993:112), a literature study provides an understanding of the selected problem and can provide an historical outlook on the research. A literature study is useful: for avoiding repetition in terms of studies already completed on the same topic; to determine and select appropriate research methods; and to develop a substantial knowledge base on an educational topic. Creswell (2003:15) describes a literature study as existing research on a subject that shows that researchers are familiar with all the relevant previous studies.

To inform the empirical inquiry on classroom discipline, a literature survey was conducted to assess the opinions of different authors regarding teachers' management of classroom discipline in promoting effective teaching and learning in primary schools. Various kinds of sources were consulted, such as journal articles, books, internet sites, research reports, dissertations and newspaper articles to explore the issue of discipline and management in a classroom context. Positive discipline practices used in classrooms were identified during the literature study (Creswell, 2003:15).

4.3.2 Research design

A research design is defined by Durrheim in Terre-Blanche, Durrheim and Painter (2006:34-59) as the art of planning basic supporting structures that will be applied as a bridge between the research questions and the implementation of research. This suggests that a research design indicates how research will be implemented and which methods of data collection will be used. De Vos, Strydom, Fouché, Poggenpoel and Schurink (2002:137) hold the same view, namely that a research design is planned according to the data that will be collected to investigate certain research questions. This implies that the plan specifying how research is going to be conducted should be provided by the research design in a way that answers the research questions. According to Mouton (1996:107), this includes the research aim, the selection and design of research methods, participant selection, and the deliberation of the trustworthiness and transferability of the study.

A case study is “an approach to research that focuses on gaining an in-depth understanding of a particular entity or event at a specific time” (Yin, 2009:18). Case studies are in-depth

investigations of a single person, group, events or communities. This research comprized a case study, as data was gathered from a single bounded group of individuals, schools and classrooms (White, 2005:2-3). Each school selected was observed and compared in terms of how classroom discipline was managed and which strategies were followed. The researcher observed the way in which both the HODs and the teachers viewed and applied classroom discipline with a view to making recommendations for promoting constructive classroom discipline in primary schools (Yin, 2009:18).

A qualitative approach was adopted for this study with the goal of exploring and describing the challenges that primary school teachers and HODs experience in managing classroom discipline to maintain the quality of teaching and learning. A qualitative approach uses words to describe people, conversations, and places (Schulze, 2003:56). Babbie and Mouton (2001:173) state that qualitative research strongly emphasizes holistic, detailed descriptions of particular activities or situations in order to obtain a thorough understanding thereof. Qualitative research is concerned with how people see and understand the world they live in (Yates, 2004:157). A qualitative study presents factual information in words narrated by the participants on how they understand a particular situation (McMillan & Schumacher, 2001:404).

Qualitative method determines the way of thinking of participants about a particular situation (Hiatt, 1996:42). Qualitative research therefore takes place in situations where observers are located. It consists of interpretations and practices that make the world visible. According to Denzin and Lincoln (2005:03), qualitative research involves an interpretive and “naturalistic approach to the world, which means that qualitative researchers study things in their natural settings” and try to make sense of the meaning they bring to people. Qualitative methods bring the researchers close to the factual information, so that they can obtain their ideas from the information collected (Bryman & Burgess, 1999:256-262). The primary focus of this study was the application of a qualitative research design to gain insight into the participants’ perspectives on and experiences of the content and context of classroom discipline. The researcher investigated the views, opinions and experiences of teachers and HODs when it came to classroom discipline in primary schools (Denzin & Lincoln, 2005:03).

4.3.2.1 Population

Populations are entire groups of persons or objects meeting the criteria for studies that researchers are interested in pursuing (Brink, Van der Walt & Van Rensburg, 2012:121. According to Babbie and Mouton (2001:173), study populations are aggregates of elements from which samples are selected. The population of this study comprised the HODs and Intermediate Phase teachers in both urban and rural public primary schools in the Gauteng East District (Brink *et al.*, 2012:121).

The Department of Education has divided Gauteng into fifteen districts: Ekurhuleni North; Ekurhuleni South; Gauteng East; Gauteng North; Gauteng West; Johannesburg Central; Johannesburg East; Johannesburg North; Johannesburg South; Johannesburg West; Sedibeng East; Sedibeng West; Tshwane North; Tshwane South and Tshwane West. The study focused on the Gauteng East District, because it is the district where most teachers are currently experiencing challenges in classroom discipline. The researcher discovered this problem while coaching the Gauteng East primary school teachers in English as a second language of instruction (Department of Education, 1997:05).

4.3.2.2 Sampling of sites and participants

The researcher selected six primary schools in the Gauteng East District. The criteria used for selecting these six primary schools was that they could provide the most relevant information for better understanding the problem of classroom discipline and management.

School A has an enrolment of 1494 learners and a staff of 52. The learners come from the nearby township and informal settlement. It is a quintile two school, which means that the parents are exempt from paying school fees. School A is a public school situated in an urban area under section 21, which means that the school has the freedom of managing its own finances allocated by the Gauteng Department of Education.

School B has an enrolment of 1953 learners and a staff of 69. The learners come from the informal settlement. It is a quintile two school whose parents are exempt from paying school fees. School B is a public school situated in a rural area under section 21, which means that the

school has the freedom of managing its own finances allocated by the Gauteng Department of Education.

School C has an enrolment of 370 learners and a staff of 15. The learners come from the nearby township and informal settlement. It is a quintile three school, which means that the parents are exempt from paying school fees. It is a public school situated in an urban area under section 21, which means that the school has the freedom of managing its own finances allocated by the Gauteng Department of Education.

School D has an enrolment of 1314 learners and a staff of 37. The learners come from the nearby township and informal settlement. School D is a quintile three school, where the parents are exempt from paying school fees. It is a public school situated in an urban area under section 21, which means that the school has the freedom of managing its own finances allocated by the Gauteng Department of Education.

School E has an enrolment of 459 learners and a staff of 16. The learners come from the nearby township and informal settlement. School E is a quintile three school in which the parents are exempt from paying school fees. It is a public school situated in an urban area under section 20, which means that the Gauteng Department of Education manages the school finances, especially when it comes to the allocation of textbooks and stationery.

School F has an enrolment of 441 learners and a staff of 15. The learners come from the nearby township and informal settlement. School F is a quintile two school in which the parents are exempt from paying school fees. It is a public school situated in an urban area under section 21, which means that the school has the freedom to manage its own finances allocated by the Gauteng Department of Education. The researcher's previous experience as an English coach in Gauteng East primary schools led him to identify these six primary schools as information-rich settings.

Furthermore, the researcher chose the participants who have general knowledge about the topic and the school surroundings. Hence his sample selection was based on his personal knowledge. This is in accordance with the views of King and Harrocks (2010:29), who state that participant selection should be based on a mixture of the researcher's academic and personal knowledge and reliable information from those who are involved with the topic.

The researcher investigated the views, opinions and experiences of both teachers and HODs regarding classroom discipline in primary schools. Each school was observed and rated as to how classroom discipline was managed and which strategies were employed. The schools are conveniently close to the researcher's residence and he knows that they experience disciplinary problems. The researcher observed the way in which both the HODs and the teachers viewed and applied classroom discipline respectively with a view to making recommendations to promote constructive classroom discipline in primary schools (White, 2005:2-3).

The criteria for selecting the HODs and teachers were their age, years of teaching experience, having a professional teaching qualification, interest in the research topic, availability, confidence level, and the nature of their formal professional relationship with the researcher when he was an English language coach at Gauteng East primary schools. This procedure accords with the view of Davies and Hughes (2014:62) that purposive sampling entails identifying and targeting individuals and cases who represent the population. The variety of participants regarding the characteristics which were pointed out, permits meaningful differences in participants' experiences of the topic (King & Horrock, 2010:29).

A sample is a subset or a part of the population (Sakaran & Bougie, 2010:263). Sampling entails, for example, taking a specific percentage of a population and regarding this sample as a representation of that. In qualitative research, a smaller manageable version of a larger group is not based on the random selection of numbers, but to accomplish a certain purpose (Smit, 2001:78). This is known as purposive sampling or theoretical sampling. Punch (2005:187) defines purposive sampling as intentional sampling with a specific focus in mind. Purposive sampling was used in this study to select representatives from the population who would be able to provide the richest and most appropriate information for addressing the research aims (Punch, 2005:187).

MacMillan and Schumacher (2001:404) explain that a purposeful sample size could range from 1 to 40 participants. For this study, six (6) Intermediate Phase HODs were selected: one from each of six schools respectively according to their management skills and responsibility for school discipline. Twenty-four (24) Intermediate Phase teachers were purposively selected: four from each school respectively, according to their experience in the management of classroom discipline. The sample comprised six males, of whom four were HODs and two were teachers and 24 females, of whom two were HODs and 22 were teachers (n= 30).

The researcher chose the Intermediate Phase because it is a challenging phase at primary schools where discipline is a frequent issue. The researcher acquired the information from school records on the frequency of disciplinary cases (Punch, 2005:187).

The next section discusses data collection.

4.4 DATA COLLECTION

The aim of the fieldwork was to collect reliable information from the participants on classroom discipline and the role of teachers and HODs in effectively maintaining discipline among primary school learners. The intention was to gather information in such a way that the researcher would not introduce any bias to the information (Krishmna & Naidu, 2012:125). When researchers collect qualitative data, they spend most of their time in the environment of the school that is being studied and involve themselves in that environment in order to acquire appropriate information in an uninterrupted manner (Gay, Mills & Airasian, 2011:396). The type of information collected depends on the nature of the research problem, the research questions, and the study objectives (Krishna & Naidu, 2012:125).

The researcher used a combination of data collection techniques for this study: focus group interviews, semi-structured individual interviews, observation and document analysis. Multiple methods of data collection allow for triangulation (Burns & Grove, 2009:402). Data triangulation is the use of different methods to collect data on the same issue in one study (McMillan & Schumacher, 2010:379). This helps the researcher to look for good ideas and results that are reliable (Biggam, 2011:118). Saldana (2009:76) asserts that the data collected from different sources, guarantees a wider perspective to be analysed. Hence, the information gathered from various sources provided the researcher with the opportunity of examining the challenges that teachers and HODs are currently experiencing in the classroom situation (Saldana, 2009:76).

4.4.1 Interviews

A common technique for collecting data during qualitative research is conducting interviews (Leedy & Ormrod, 2001:168). Rossouw (2003:435) defines interviews as conversations between researchers and participants with the specific objective of obtaining information on

the topic being researched. According to Kvale and Brinkmann (2009:02), as cited by Marshall and Rossman (2011:139-161), qualitative interviews are described as “a process of constructing knowledge where two or more people discuss a theme which is of more interest to them”. Therefore, interviewing was deemed the most relevant data collection method in order to gain a thorough understanding of classroom discipline based on the experiences of teachers and HODs in primary schools in the Gauteng East district. Interviews are useful because researchers can clarify information immediately (Marshall & Rossman, 2011: 139-161).

For this study, the researcher used semi-structured interviews to collect information from HODs and teachers. This is the preferred type of interview used in educational research (Basil, 2010:103-120). Semi-structured interviews could be described as interviews during which interviewers pose open-ended questions to obtain the participants’ views on a topic and how they make sense of the world (McMillan & Shumacher, 2001:404). According to Lodico, Spaulding and Voegtler (2010:114-124), the researcher may also use additional questions in order to investigate unexpected information that is brought forward during the interview.

In this study, an interview schedule/guide was used to help the researcher gain an understanding or explanations and experiences of HODs and teachers regarding classroom discipline (Appendices F and G). This type of interview method was chosen because its advantages are greater than its disadvantages in this study. Having a structure to the interview schedule ensures coverage of the same research topic themes across all the participants. The data collected is raw, signifying that the information is presented in the participants’ own words. However, gathering information through interviews takes a long time, and it is possible to collect too large a set of raw data, which could lead to participants straying from the central issues of the phenomenon being studied. This could further result in a misunderstanding between the participants and the researcher, and have unexpected implications (Matthews & Ross, 2010:316).

Therefore, in this study, the researcher used both focus group interviews conducted with the teachers, and semi-structured interviews conducted with HODs. A focus group interview is described as an organized discussion between the researcher and the selected group of individuals in determining and collecting data about how they feel regarding the topic in question (Arthur, Waring, Coe & Hedges, 2012:186). These selected groups of individuals

have common characteristics which are appropriate to the research study. It is the responsibility of the researcher or interviewer to create a conducive environment for the interview, and ask relevant questions to gain different perspectives and emotions of participants, so that their opinions are authentic (Marshall & Rossman, 2011:139-161). This is in accordance with the view of Krueger and Casey (2000:5), who defined the focus group as a “carefully planned series of discussions designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment”. In so doing, the researcher gathers information and perceives, and also sets down in writing the way participants in a group interact with one another (Krueger & Casey, 2000:5).

The researcher organized six focus groups, one at each of the six selected schools. Each focus group was comprised of six teachers (three male and three female). Thereafter, the researcher organized an individual semi-structured interview with the HODs from each selected primary school (six interviews in total). The participants were encouraged to speak freely on the topic being researched, speaking from within their own frame of reference (Henning et al., 2004:71).

4.4.2 Observation

Observation is the research tool that entails structured investigation of the situation under study (Lodico *et al.*, 2010:114-124). It includes various activities, such as persisting in the social setting and being acquainted with the routines in order to be able to record complicated group dynamics by using the observation schedule. It is the responsibility of the observer to categorically set down in writing each and every behaviour that is exhibited in the school environment (Marshall & Rossman, 2011:139-161). Observation is a natural process (Briggs & Coleman, 2007:237) which should occur in an environment where there is a likelihood of the researcher collecting information that he/she is looking for from the observed participants (Basit, 2010:103-120). Importantly, the researcher therefore does not change or manipulate the natural environment (Basit, 2010:103-120).

Observation ensures that the researcher is involved in the research environment and draws the reader of the findings into his and the participants' world. This is the nature of observation as a research tool. Additionally, it helps to providing profound and rich data that provides validity and reliability to the research process and provides a degree of life experience (Brundrett & Rhodes, 2014:93).

In this study, the researcher travelled to each school and carried out observation in the natural settings, that is, schools and classrooms. In these settings, the participants carried out their normal routines and responsibilities, which was exactly what the researcher wanted to study. The observation period lasted for a week at each of the six selected schools (Bogdan & Biklen, 2003:148).

The researcher made use of an observation tool (see Appendix H and I) to keep a written record of what happened, collecting information in this way. He observed aspects such as: the school and classroom environment; the availability of teaching and learning materials; teacher-learner relationships, the communication network among the HODs, teachers and learners; and how learners were taught, rewarded and punished. Observation was relevant for examining educator-learner and learner-learner interactions in the classroom situation, as well as HOD-learner and HOD-educator relationships (Brundrett & Rhodes, 2014:93).

The observation tool (Appendices H and I) guided the observation of the main matters that the researcher sought to observe methodically. Hence the researcher arrived at the research site with the knowledge of what he exactly intended to observe. The observation tool supplied him with the conceptual structure of ideas that is frequently used for field notes, thereby simplifying the process of organizing and classifying data. Field notes comprise a written “description of people, objects, places, events, activities and conversations” (Hittleman & Simon, 1997:195). The researcher’s field notes supplemented the information collected, providing a true reflection of what had happened during the observation process (Hittleman & Simon, 1997:195).

4.4.3 Document analysis

Document analysis is the interpretation of documents by the researcher to make them meaningful to the topic under assessment (Bowen, 2009:27-40). Documents provide background information and ensure broad coverage of data, and therefore help to contextualizing one’s research within a subject or field (Bowen, 2009:27-40). Analyzing these documents comprises coding the content into themes, comparable to how interview or focus group transcripts are analyzed (Bowen, 2009:27-40).

In this study, relevant available documents related to school, phase and classroom policy were thoroughly examined. For instance, school policy, classroom rules and teachers’ and learners’

codes of conduct. (Document analysis is useful for contextualization of the phenomenon because it provides background information and broadens the amount of data that should be covered. It helps the researcher to make sense of the information obtained).

The next section discusses data analysis.

4.5 DATA ANALYSIS

Data analysis entails processing the information in order to interpret and evaluate it according to the research questions (Matthews & Ross, 2010: 316). Data analysis is mainly interpretive and involves categorizing the findings. It helps researchers to make sense of the information obtained by reading through the data; checking for incomplete, inaccurate and inconsistent data; and identifying preliminary trends before organizing the data into manageable forms (Matthews & Ross, 2010:316).

The researcher made use of content analysis for this study (Basit, 2010:103-120). The raw material used for content analysis were the transcribed interviews, the observation logs, and the documents (Marshall & Rossman, 2011:139-161). The approach was content-driven, fact-finding and inductive (Guest, Namey & Mitchell, 2013:254). The researcher concentrates on the meanings and the interactions of words and concepts, and then comes up with conclusions pertaining the meaningful understanding of classroom discipline within primary schools of Gauteng East District. Thus, the researcher analysed both the remarkable evidence and hidden qualities from the interviews and observation tools (Saldana, 2009:76).

The tape-recorded information was played repeatedly as the study continued and the jotted down notes were being read time and again for better understanding. The researcher thoroughly went through the gathered information and searched for the usual sequence of topics covered by the gathered information and jotted down words that represented the patterns of these topics. The words and phrases are known as coding categories and are used to sort and organize the descriptive data collected (Bogdan & Biklen, 2003:148).

In summary, data analysis consisted of the following process:

- Becoming familiar with the data and identifying main themes (reading).

- Examining the data in depth to provide detailed descriptions of the setting, participants and activities (describing).
- Categorizing and coding pieces of data and physically grouping them into themes (classifying).
- Interpreting and synthesizing the organized data into general conclusions or understanding (interpreting) (White, 2005:186).

The next section discusses the trustworthiness of the research.

4.6 TRUSTWORTHINESS OF THE STUDY

It is essential in any qualitative study for trustworthiness to be established. In this study, criteria such as confirmability, credibility, dependability and transferability were employed in order to ensure trustworthiness.

- **Confirmability** is sometimes also referred to as neutrality (De Vos *et al.*, 1998:351-352). In qualitative research bias should be avoided as far as possible. The researcher thus endeavoured to ensure that findings were based on the responses of the participants and not on his own biases. Therefore, extended use has also been made of the own words of participants in the presentation of findings. The researcher also guarded against prejudice and perceptions that the researcher may instil into the participants (White, 2005:200-203).
- **Credibility** refers to a study where the researcher has richly described the phenomenon in question and made sure that data has been accurately represented. It is described as a strategy that ensures that an enquiry was conducted in such a way that the participants were accurately identified and their perceptions have been accurately described by the researcher (De Vos *et al.*, 1998:351-352). During the interviews, the researcher used an audiotape recorder and written field notes. Furthermore the researcher was engaged with participants for a prolonged period of time, did extended observation and conducted member-checking to confirm results. In this study, the researcher returned to the participants for an explanation wherever necessary. The researcher also as far as possible tried to apply triangulation to verify results as different methods were employed in the research.

- **Dependability** refers to the stability of the research findings, should the study be repeated again with the same participants in the same environment. (Krefting, 1991:216). Dependability thus refers to the extent that the study could be repeated by other researchers and that the findings would be consistent (De Vos *et al.*, 1998:351-352). In this study, as the researcher was the only person conducting the interviews, the information obtained was consistent and thus fulfilled one of the aims of dependability (De Vos *et al.*, 1998:351-352). The researcher ensured that all the information relating to the research is preserved for future verification by other researchers (McMillan & Schumacher, 1993:385-415). The researcher also explained the procedure and research instruments and contextual situation of this study so that others can collect data in similar conditions.
- **Transferability** is the extent of the applicability of the research findings to another context (White, 2005:203). For instance, in this study, transferability suggests that other primary schools, even those that were not involved in the research study, will be able to use the suggested guidelines to be applied by educators in managing classroom discipline effectively, if their context is similar to that in the research (White, 2005:200-203).

In the next section, ethical requirements are discussed.

4.7 ETHICAL REQUIREMENTS

Ethics can be described as the code of conduct for any given profession or group (Abbott & McKinney, 2013:54-60). All education researchers have to consider ethics. If a researcher conducts a study without the necessary moral and ethical consideration, participants could be negatively affected (Burton & Bartlett, 2009:29-31). According to Love (2012:135-138), the researcher may affect the usual operation of a school by: affecting the behaviour of teachers, parents, learners and the principal; affecting the time teachers and learners spend on classroom activities; and becoming a logistical obstacle to the school's limited resources. In addition, access to sites should be negotiated and permission should be obtained from the principal to use the school as a research location. This implies that the researcher has to develop an ethical code in order to protect all those directly or indirectly involved in the research (Abbott & McKinney, 2013:54-60).

Before access to the research sites in the six selected schools was sought, the researcher requested written permission from the Directorate of the Gauteng East District of the Gauteng Department of Education. The letter requesting permission outlined all the relevant information regarding the research as well as the planned use of the collected data (Appendix A). All Gauteng East District primary schools function under the authority of the Directorate of the District. In the light of the approval of the Directorate to conduct the study, the principals of the selected schools gave consent to conduct the research.

The researcher then contacted the participants and invited them to participate in the research, requesting their consent. This facilitated trust and rapport among the participants, creating opportunities for the research (Love, 2012:135-138). Participants were orally briefed on the topic, the research aims, methods and procedures, the planned use of the collected data, the estimated duration, the interviews and observations, and the likely risks and benefits. After participants verbally agreed, they received an informed consent form (Appendix B and C). This aligns with respect for persons which is one of the Belmont principles (Abbott & McKinney, 2013:54-60; Burton & Bartlett, 2009:29-31). An informed consent form is concerned with providing information, ensuring participants understand the information, and their ensuing non-coerced (voluntary) participation (Farrimond, 2012:109; Silverman, 2013:153). The participants were thus invited to voluntarily participate and were assured that they could withdraw from the study without penalty at any time and for whatever reason. The researcher ensured that participants understood the content of the form and the implications of their participation before they accepted and signed it. Further, the researcher briefed participants both before and after the questionnaires and interviews; if a participant had a query, the researcher addressed it to avoid deception or misleading of the participants (Abbott & McKinney, 2013:54-60; Kvale & Brinkman, 2009:2-27).

The researcher also ensured full confidentiality of the participants' data. Confidentiality signifies that any information shared with the researcher would not be disclosed and one would not be able to identify a participant or source (Ogden, 2008:111). King and Horrocks (2010:117) define anonymity as the prevention of the recognition of participants. In the research findings, the researcher therefore does not reveal or expose the personal information of the participants or even their primary schools. He ensures that the reader will not get any personal information about the participants. He further assured the participants that he would

report the information shared with him verbatim in the research findings, and pledged to protect their privacy (King & Horrocks, 2010:117).

Although promising confidentiality, the researcher did mention to the participants that he would have to report any criminal or illegal activity discussed during the interviews to the authorities. The researcher further informed them that the data would be used only for the purpose of the study; it would play no role in the teacher's or principal's professional evaluation; the transcripts and audiotapes would be kept in a secure place under the guardianship of the researcher for five years. The researcher also mentioned that the research results may be made known at academic meeting places like conferences (Ogden, 2008:111).

Participants were told that they could gain access to the research findings by mail or in the form of a hard copy. The researcher provided his e-mail address and phone numbers to the selected participants in the briefing session, just before the interview takes place. He also gave participants control of the recorder so that they could take charge when talking about unexpected events or feelings, such as if they were upset or the experiences were very personal. Participants were informed that the interview would be recorded well before they granted consent (Ogden, 2008:111).

A researcher also does everything possible to avoid harming the participants, and qualitative interviews do not typically cause direct physical harm to participants (Van den Hoonaard & Van den Hoonaard, 2013:52). The principle of beneficence, i.e., *primum non nocere*, means first, do no harm (Marshall & Rossman, 2011:139-161). The researcher assured the participants that they would not suffer any physical risk or risk of emotional disruption. The only risk anticipated in this study was that participants' normal daily routine could be disturbed (Van den Hoonaard & Van den Hoonaard, 2013:52).

4.8 CONCLUSION

In this chapter, the research methodology and research design were fully discussed. The tools for interviews and observations were highlighted. The trustworthiness of the study was established so that the research results could be assessed as measuring what it is supposed to measure as a true reflection of the research conducted. This assisted in avoiding bias and prejudice that might influence the research findings. The ethical measures were also discussed.

The following chapter presents the findings of the inquiry.

CHAPTER 5

RESEARCH FINDINGS: ANALYSIS AND DISCUSSION

5.1 INTRODUCTION

In Chapter 5, the researcher presents the data analysis and interpretations of this qualitative study. The results are presented based on a thorough analysis of the data gathered using interviews, document analysis and classroom observation. The results were analyzed in accordance with the research objectives and research questions.

The research question set by the researcher to gather the relevant information was: How does a purposively selected group of primary school HODs and teachers in the Gauteng East District view their experiences, skills and knowledge of classroom discipline and management in a post-corporal punishment era as explored through a qualitative study using multiple techniques of data gathering? This major research question was divided into three sub-questions for the purpose of the empirical study:

- a) What factors impact on the lack of classroom discipline among learners in primary schools in the Gauteng East District?
- b) What factors impact on the lack of classroom management among teachers in primary schools in the Gauteng East District?
- c) What strategies could be developed and employed by primary school teachers and HODs in the Gauteng East District in order to maintain effective classroom discipline and management?

The researcher applied these three sub-questions to all the selected participants, namely HODs (semi-structured interviews), teachers (focus group interviews) and the classroom observation of the HODs, teachers and learners. For the sake of confidentiality, eloquent discussions and analysis of research results, the six schools were labelled as School A, School B, School C, School D, School E and School F. The HODs and the teachers were identified in the following way as HOD 1, HOD 2 of school A, or B, (H1A) and Teacher 1, Teacher 2 of school A, or B, from focus group W or X (T1A:W) and so forth.

The outcomes received from the data which was collected during the interviews and observations, were classified into main headings and related sub-headings of the research results. This is presented in the following three tables.

The factors impacting on the lack of classroom discipline among learners in primary schools in the Gauteng East District are presented below:

Table 5.1: Factors impacting on a lack of classroom discipline

Overcrowding	Discrimination against learners	Peer pressure
- Poor classroom attendance		- Lack of learner motivation
- Home background		- Differentiation of tasks
- Parental involvement		- Poor infrastructure

The factors impacting on the lack of efficient classroom management among teachers in primary schools in the Gauteng East District are presented below:

Table 5.2: Factors impacting on a lack of efficient classroom management

- Poor planning (lesson planning)	- Lack of resources	- Lack of support from the SMT
- Classroom control		- Classroom climate
- Classroom rules		- Stress management
- Classroom organization		- Conflict management

The current disciplinary strategies adopted by primary school teachers and HODs in the Gauteng East District in order to maintain effective classroom discipline and management are presented below:

Table 5.3: Disciplinary strategies

Parent-teacher conferences	Instill positive morals and values	Problem-solving approach
- Parents meetings	- Corporal punishment	- Extra homework and reading
- Following classroom rules		- Open communication (private talks)
- Reward good behaviour		- Non-verbal communication

The findings will be presented in the order as indicated in the above tables.

5.2 RESEARCH FINDINGS

The researcher has built a solid foundation from which to interpret the findings through the qualitative report and by including enough details to contextualise the reader with regard to the study setting. Furthermore, cross-references are made to the literature study in Chapters 2 and 3, to further support the findings. Where necessary, the author also added relevant perspectives on topics that required further elaboration from other sources.

The findings will be presented in the order indicated in Tables 5.1 to 5.3

5.2.1 Background of schools selected for the research sample

As was stated in Chapter 4 (4.3.2.2), six primary schools located within the Gauteng East District were purposively selected for inclusion in the research sample. The district of Gauteng East is an urban district, so all the selected primary schools were located in urban areas. The schools were labelled as follows: School A, School B, School C, School D, School E, School F.

The table below outlines information about the responsible authorities that run each school and the headship experience of the school heads.

Table 5.4: Schools according to responsible authority and status of School Heads.

School	Responsible Authority	Status of School Heads
A	Government	Beginning
B	Government	Experienced
C	Government	Experienced
D	Government	Experienced
E	Government	Beginning
F	Government	Experienced

According to the above table, all the schools (100%) were public schools. This implies that all the sample schools have the same beliefs, expectations, and values that the authorities have regarding the management practice and performance of the school Heads of Department and staff. Educational leadership practice is mainly affected by the school context, the school's affiliated faith and other external influences (Striepe, Clarke & O'Donoghue, 2014:89). This view is supported by Kraft and Papay (2014:476-500), who maintain that the school context plays an essential part in school leadership practice. Responsible authorities are the ones prescribing the traditions, faiths, ethos and values that are followed in their schools and this also applies to the manner in which discipline is exercised in the schools. When it comes to South African government schools, these are prescribed by government policies, which also give powers to parents and school governing bodies, for instance regarding school policy, classroom rules and codes of conduct for teachers and learners.

5.2.2 Background information of participants

The researcher collected background information on the 30 participants through a form requesting that they provide their personal details, such as gender, age, academic and professional qualifications and their years of work experience. These characteristics were

significant for this research, because the researcher believed that this information could supply an understanding concerning the participants' academic and professional qualifications.

5.2.2.1 School Heads of Department

Six HODs took part in individual interviews. Of these HODs, two were newly promoted incumbents who had less than two years' experience. The other four were experienced HODs who had more than two years' experience, as indicated in Table 5.5. The following table shows the characteristics of the two categories of experienced HODs and starting HODs who participated in this study.

Table 5.5: Characteristics of HODs

Participant's characteristics	H1A	H2B	H3C	H4D	H5E	H6F
Gender	F	M	M	F	M	M
Age	47	50	48	55	38	40
Highest academic qualification	BA	BA	BA	BA	BA	BA
Highest professional qualification	ACE	BED	HED	ACE	HED	BED
Further qualifications in school leadership or related area	NIL	NIL	NIL	NIL	NIL	NIL
Number of years as an HOD	4	10	6	7	1	2

Key: H1A=HOD 1 from school A
H2B=HOD 2 from school B
H3C=HOD 3 from school C
H4D=HOD 4 from school D
H5E=HOD 5 from school E
H6F=HOD 6 from school F

Key (applicable to all tables):

BA: Bachelor of Arts

BEd: Bachelor of Education

HED: Higher Diploma in Education

ACE: Advanced Certificate in Education

According to the data presented in the table above, four participants who had more than two years' experience were aged between 47 and 55 years. Among the four experienced participants, two were female and two were male. In terms of academic qualifications, all the participants in this category possessed relevant teaching qualifications.

The age range of the beginning participants who did not have more than two years' experience was between 38 and 40 years. The two participants were both male. In terms of academic qualifications, all the participants in this category possessed relevant teaching qualifications.

5.2.2.2 Teachers

A total of 24 teachers participated in the focus group interviews. Four teachers were purposively selected from each of the six primary schools to participate in focus group interviews. Each focus group was comprised of six participants, with each group made up of both male and female participants. The teachers' group contained representatives from all the schools. The purpose of this mixture, was to allow teachers to feel comfortable and speak freely because all their colleagues were not all in the same group. There were four focus groups, named W, X, Y and Z.

Table 5.6: Teachers in focus group W

Participant's characteristics	T1A:W	T2B:W	T3C:W	T4D:W	T1E:W	T2F:W
Gender	M	F	M	M	F	M
Age	50	50	54	46	58	43
Highest academic qualification	BA	B Ed	BA	B Ed	BA	B Ed

Highest professional qualification	ACE	HED	ACE	HED	ACE	HED
Further qualifications in school leadership or related area	NIL	NIL	NIL	NIL	NIL	NIL
Number of years as a teacher	10	12	14	3	20	4

Key: T1A:W=Teacher 1 from school A (focus group W)
T2B:W=Teacher 2 from school B (focus group W)
T3C:W=Teacher 3 from school C (focus group W)
T4D:W=Teacher 4 from school D (focus group W)
T1E:W=Teacher 1 from school E (focus group W)
T2F:W=Teacher 2 from school F (focus group W)

Table 5.7: Teachers in focus group X

Participant's characteristics	T2A:X	T1B:X	T2C:X	T3D:X	T4E:X	T3F:X
Gender	F	F	M	M	F	M
Age	48	51	52	43	41	40
Highest academic qualification	B Ed	B Ed	BA	B Ed	BA	B Ed
Highest professional qualification	HED	HED	ACE	HED	ACE	HED
Further qualifications in school leadership or related area	NIL	NIL	NIL	NIL	NIL	NIL
Number of years as a teacher	7	11	12	5	4	3

Key: T2A:X=Teacher 2 from school A (focus group X)
T1B:X=Teacher 1 from school B (focus group X)
T2C:X=Teacher 2 from school C (focus group X)
T3D:X=Teacher 3 from school D (focus group X)
T4E:X=Teacher 4 from school E (focus group X)
T5F:X=Teacher 3 from school F (focus group X)

Table 5.8: Teachers in focus group Y

Participant's characteristics	T3A:Y	T3B:Y	T1C:Y	T2D:Y	T3E:Y	T4F:Y
Gender	F	F	M	M	F	M
Age	40	42	49	44	46	50
Highest academic qualification	B Ed	B Ed	BA	B Ed	B Ed	BA
Highest professional qualification	HED	HED	ACE	HED	HED	ACE
Further qualifications in school leadership or related area	NIL	NIL	NIL	NIL	NIL	NIL
Number of years as a teacher	5	12	14	3	6	15

Key: T3A:Y=Teacher 3 from school A (focus group Y)
T3B:Y=Teacher 3 from school B (focus group Y)
T1C:Y=Teacher 1 from school C (focus group Y)
T2D:Y=Teacher 2 from school D (focus group Y)
T3E:Y=Teacher 3 from school E (focus group Y)
T4F:Y=Teacher 4 from school F (focus group Y)

Table 5.9: Teachers in focus group Z

Participant's characteristics	T4A:Z	T4B:Z	T4C:Z	T1D:Z	T2E:Z	T1F:Z
Gender	F	F	M	M	F	M
Age	37	30	50	46	44	51
Highest academic qualification	B Ed	B Ed	BA	B Ed	B Ed	BA
Highest professional qualification	HED	HED	ACE	HED	HED	ACE
Further qualifications in school leadership or related area	NIL	NIL	NIL	NIL	NIL	NIL
Number of years as a teacher	7	4	14	5	8	15

Key: T4A:Z=Teacher 4 from school A (focus group Z)
T4B:Z=Teacher 4 from school B (focus group Z)
T4C:Z=Teacher 4 from school C (focus group Z)
T1D:Z=Teacher 1 from school D (focus group Z)
T2E:Z=Teacher 2 from school E (focus group Z)
T1F:Z=Teacher 1 from school F (focus group Z)

The information set out in the four tables above shows that the age of the participants in the four focus groups ranged from 30 to 58 years. Of the twenty-four participants in this category, nine had BA as their highest academic qualifications, and fifteen had B.Ed. as their highest academic qualifications. When it comes to professional qualifications, nine had ACE as their highest professional qualifications, and fifteen had HED as their highest professional qualifications. In terms of academic qualifications, most of the younger or junior teachers held a B.Ed. degree, but most of the senior teachers had a BA. However, in terms of professional qualifications, most of the younger teachers had the HED qualification, but senior teachers had the ACE qualification. The participants' work experience ranged from three to twenty years.

Having provided relevant background information on the participants, the focus can now shift to a presentation of the findings.

5.3 THE FACTORS IMPACTING ON THE LACK OF CLASSROOM DISCIPLINE AMONG LEARNERS IN PRIMARY SCHOOLS IN THE GAUTENG EAST DISTRICT

To gather information on the factors resulting in the lack of classroom discipline among learners in primary schools in the Gauteng East District, the researcher used focus group interviews for teachers (see appendix F) and semi-structured interviews for HODs (see appendix G). The researcher also used observation tools (see appendices H and I) in order to observe both the teachers and the HODs in their classrooms. The following paragraphs discuss the main findings of this study on the factors relating to the lack of classroom discipline.

5.3.1 Overcrowding

During classroom observations, the researcher saw that there were a great many learners in the classroom. In many instances, the ratio was one teacher to fifty learners (1:50). Managing discipline and learners' work in an overcrowded classroom is a challenge for teachers (Shah & Inamullah, 2012:772). Teachers' experiences in dealing with overcrowded classrooms were difficult, especially when it came to group work and the number of learners in the classroom. The researcher asked the teachers: "What are the main causes of lack of discipline among learners in the classroom?" (see appendix F). T1B from focus group X, commented:

It's difficult to discipline them in the classroom. Remember you are working with people who are different. Sometimes the moment you are focusing in that group, this one starts making noise. Sometimes the larger group also causes lack of discipline. I mean if you are disciplining 20 learners, it won't be the same as disciplining 50 learners. I would say overcrowded classroom discipline it's difficult.

Classrooms are so overcrowded that learners can only be seated in single group formation/rows. This kind of single group arrangement still exists in most of South African schools, especially in the township schools. According to Redl (1966:409-417), only ten

percent of incidents of disciplinary problems in schools are cases of individual disturbances. Group conditions or inadequacies in handling groups account for 30 percent; 60 percent stem from a mixture of individual and group factors (Jacobs, Vakalisa & Gawe 2011:342). HOD from school A emphasized:

I think it's overcrowding. You find that number of learners is 56-58 in the classroom, and as such marking the register you take a long time to do so. Some learners because of overcrowding, will tear-off the classroom rules. Makes it difficult for the teacher though because of overcrowding. We chew what we cannot swallow.

Another factor related to overcrowding is the difficulty of creating a working environment because the teacher has to attend to more children of different ages and abilities. HOD 2 from school B emphasized:

Teachers generally believe that in overcrowded classrooms, it is tough to maintain good discipline and create a participative environment.

They pointed out that the more learners there are in a class, the more diversity there was. All the participating teachers reported that shortage of space is a major challenge in overcrowded classrooms. Most of the participants stipulated that this was evident to them because the learners could not move freely in the classroom, so they became noisier when they needed to do so. The teachers also pointed out how an overcrowded classroom restricted their own movement in the classroom. For instance, T1A from focus group W commented:

There are too many children in one classroom. The space in the class is insufficient for the number of learners in the classroom. Movement is minimized.

T2A from focus group X elaborated on a fairly common further problem:

Other problems with overcrowded classrooms include the shortage of textbooks for learners and the fact that the teacher is unable to give each child individual attention.

During the observation time, the problem of overcrowding became evident when T2A from focus group X had to intervene when learners talked at inappropriate times during the lessons because of overcrowding (see appendix H, statement 1).

5.3.2 Poor classroom attendance by teachers

Teacher absenteeism is a severe problem in all educational systems globally. The practice of paying teachers who are not regularly in the classroom amounts to a waste of resources. Educational systems and schools incur heavy costs by employing substitute teachers while teachers are absent (Usman, Akhmadi & Suryadarma, 2007:207). Usman *et al.* (2007:207) use the phrase “an absent teacher often means no schooling for the children” to demonstrate the impact teacher absenteeism can have on learners and learner performance. The craving of children to learn, decreases because of regular teacher absenteeism at school. Relevant substitute teachers are not easy to locate and therefore, the teaching and learning time of learners is often wasted. A significant proportional loss is suffered through the time lost when no actual teaching takes place, and this loss will usually not be recovered (Usman *et al.* 2007:207). HOD 4 from school D elaborated:

If the teacher is not always in class, who is absent. Then learners are alone, they don't have a teacher. I think the teacher who is always in class, every morning, greeting learners and also telling them when going to the other class. I think that thing instils morals to learners and it always shows the learners that our teacher is always there for us.

Many teachers are absent during teaching time, which results in poor classroom discipline. T3A from focus group Y said:

Teachers who are not attending classes it's a problem.

HOD 5 from school E stated:

It's when learners are not active and being left abandoned. Not being attended to by the teachers. Not being engaged.

In addition, T2F from focus group W commented:

If the teacher is not there, learners will have a lot of time on themselves, making noise and misbehaving.

Former President Zuma was quoted by the *Daily News* (19 February 2013:07) as promising that if teachers were not in class on time and did not reverse the high rates of absenteeism, he would be forced to bring back school inspectors (*Daily News*, 19 February 2013: 07). T3C from focus group W stated:

Learners ought to be given enough work to avoid problems brought about by idleness or distraction.

According to Jacob Kounin's model, learners concentrate in class and behave positively if the teacher conducts engaging lessons with smooth transitions between interesting activities (Paragraph 2.6.1.4).

Teachers should always try to be in the classroom before the learners arrive (DoE, 2008:5). HOD 6 from school F emphasized that:

In order to control learner behaviour and good classroom attendance, teachers should stand at the door and greet learners to make sure the learners enter the class in an orderly manner.

During classroom observation, it was clear that HOD 6 from school F is strict when it comes to learner compliance in the classroom, especially when teaching and learning are taking place (see appendix I, statement 13).

Teacher absenteeism is seen as a top priority for the government (Mgaga, 2013:5-6). The current Minister of Basic Education, Angie Motshekga, believes that the Department of Education is not provided with the whole picture regarding the extent of teacher absenteeism. However, she has detected various situations where teachers come late at school and leave early:

She discovered that in 451 schools which were visited in one day, 1000 teachers were absent, and the worst part was that most of the teachers in school were not teaching (Mgaga, 2013:05-06).

HOD 3 from school C maintained that:

Poor classroom attendance leads to ... results to ... poor classroom discipline because learners are left unattended and therefore they start to misbehave.

If learners are left to their own devices they are likely to become involved in mischief.

Quality of Learning and Teaching Campaign (QLTC) (DBE 2009), led by former president Jacob Zuma and established by the Foundation for Learning Campaign (FLC), clearly states that teachers must be in class and teaching on time (DoE, 2008:5). The QLTC has set targets for time frames and time allocations for specific activities which were intended to improve teaching and learning. The enforcement of the teacher's presence in class is one such activity (DoE, 2008:5). It is also essential for the teacher to be punctual, to arrive in the classroom and begin the lesson on time.

5.3.3 Home background of learners

Home background also has an effect on learner discipline. Lewis (2009:91) states that most misbehaviour may come as a result of the regular lifestyle that is practiced in families. However, some family situations may also arise that may start to affect the child's behaviour negatively (Lewis, 2009:91). Educators have already realized how influential the child's home background is on the child's behaviour and performance at school. The data included many examples of poor learner discipline in Gauteng East schools that arose due to family problems.

T1E from focus group W stated:

The home background of the learners causes ill-discipline among learners.

In addition, T2C from focus group X elaborated:

Some of them they come from the homes whereby their parents they don't teach them because the discipline should start at home. So if they are not well disciplined from their homes, obviously they will be behaving very bad coming to school.

Family background worldwide has been of great importance in shaping children's performance at school. This is because academic performance is usually the result of motivation by the people with whom they interact in the initial stages of their lives. School performance and acceptable behaviour of the child usually follows when the child's home environment satisfies the physical and emotional needs of the child. This enables the learner to begin working on meeting the need for self-esteem and self-actualization both at home and at school, according to Maslow's hierarchy of needs (Naum, 2015:31). The researcher noted during classroom observations that most learners did not behave in a disciplined way on account of their home background.

HOD 5 from school E pointed out that:

Parents they don't take the responsibility at home to discipline their children.

In addition, T2F from focus group W commented:

I think is about different discipline from home. Learners have their own issues when they come to school. By the time they come, they are not being taken care off. They didn't eat for example.

Less evident, but no less important than the environmental conditions, are concerns about hunger (mentioned above), overcrowding, noise and frequent interruptions. Teachers are often heard voicing concern over the learners' lack of attention in the classes held just before lunch. Some learners eat very early, sometimes before 11:00 am, whereas others eat at the later lunch, sometimes after 1:00 pm. Insufficient food at home and the circumstances prevailing when feeding children at school can produce a group of learners who are hungry periodically every day, resulting in a lack of attention to learning tasks. One cannot learn on an empty stomach. According to Glasser, teachers can encourage good behaviour on the part of learners by first

ensuring that the learners' basic needs are satisfied, such as food, security, belonging, power, fun, and freedom (Paragraph 2.6.3.3).

The bigger part of the first two years of human life is spent developing a child's first "sense of self" or a first identity. This is a vital part of children's makeup, how they first see themselves, how they think they should function, and how they expect others to function in relation to them. Therefore, early childhood care should not only employ a carefully selected and trained caretaker program, but policy should accentuate the connection with home culture, the home language, and family (UNESCO, 2000:34). This was supported by HOD 6 from school F, who stated:

When teachers plan for active participation in their lessons they should consider the social and cultural background of learners.

In addition, T4A from focus group Z emphasized:

Knowledge about the family background of the child helps teacher to can be able to understand the child better, especially when the child is moody, aggressive or bully.

Considerations like how the child learns and is being taken care of at home, supply essential information about their backgrounds. A good home environment creates a conducive environment for children to study in, e.g., nutritious meals, safety, a reading/homework area which has good lighting, establishing a family schedule for eating together, having a set bedtime, extracurricular activities, limiting television time, having high but appropriate expectations, and parents who model learning and hard work. Rules and supervision are being done in the home environment. This simply means having the support of parents, which is normal (Jeynes, 2011:9-18). The researcher noticed during classroom observations that the disconnection between academic support at school and at home was problematic when one considers how important it is for parents to play an active role in their child's success. Parents should take the responsibility of assisting their children with school work at home, as lack of parental support escalates discipline problems at school.

5.3.4 Parental involvement

In the previous section, it was pointed out that parental involvement has an impact on poor classroom discipline. Parental involvement is the focus of countless programs and policies, mainly because of the time children spend with their families in the early and impressionable years. During the first ten years of life, most children share a lot of time with their families, more than any social environment (Patrikakau, 2005:62). The involvement of the family prepares the conditions where the child is getting ready for education, hence it influences the child's performance at school. A teacher's responsibility is to work with learners, but it is important to communicate and interact with parents throughout the year. It is essential for the school, families and community groups to co-operate in supporting learning, because in that way, the behaviour and performance of children at school becomes better (Epstein, 2001:161-168).

In the same way as one would appreciate the support of parents when faced with the child's poor performance or misbehaviour, some parents don't want to involve themselves in such matters. Daniels and Arapostathis (2005:34-59) maintain that some parents are not concerned with their children's education, do not want to be involved, or lack the supportive skills needed. This is relevant to this study as indicated by T2B from focus group W, who said:

Our parents don't want to be involved in their children's work. When you call them, they don't want to come.

In addition, HOD 2 from school B elaborated:

However, most of the parents that we call to school, don't come to school because he is busy drinking and very ignorant. We call them many times and they don't come. Others they come from singled parent home and there is no sufficient discipline.

HOD 5 from school E also stated:

Parents they always complain about teachers disciplining their children but they don't come when we call them. They always come and lodge a

grievance about a teacher that he has done this to their children. They always complain. They always come to complain. Like this punishment you tell the child to carry their school bag in front of the class, they will come and say their child is always tired, because they know that the children have got rights.

In addition, HOD 6 from school F pointed out:

Lack of parental involvement. Poor parental upbringing it can also give problems in terms of good discipline among learners.

In this study, the researcher noticed that most educators mentioned with conviction that parents are too permissive, as they want to overprotect their children so that they are undisciplined at school.

According to Dreikurs, discipline can be established in the classroom with democratic teaching that encourages learners to be responsible for their actions and good decisions (Paragraph 2.6.1.6). It is therefore vitally important that parents are committed to school matters, so that they can help teachers wherever possible, especially when it comes to learner discipline. However, some parents are not sure what is expected of them or how they can contribute to their children's education. They may experience negative emotions and/or withdraw when the school fails to meet their children's needs. Some working parents take no responsibility for their children's education. This observation by the teacher participants is substantiated by Watson and Bogotch (2015:2657-278), who maintain that working mothers have less time to support their children's academic efforts than stay-at-home mothers.

Parents are the primary educators, and in the new political dispensation they are accorded a significant role in their children's schooling. For example, parents must be represented on the School Governing Bodies (SGBs) (Paragraph 2.3). Sensitive areas that the school governing bodies have to deal with, include increasing of fees, developing school policies and how learners should behave at school (Mda & Mothata, 2000:64). In addition to participating in the governance structures, parents are encouraged to share responsibility for the education of their children with the State (Xaba, 2011:201-211). Parents, according to school policy (Paragraph

1.8.5.1), are expected to try to understand the new curriculum so that they may assist their children with school work (Jacobs *et al.*, 2011:117-121). T4B from focus group Z emphasized:

Parents are expected to try to understand the new curriculum so that they can assist their children with schoolwork.

In addition, HOD 3 from school C said:

Most parents are not committed; hence they are excluded from the curriculum development of the school, and as such, they lack knowledge about the new terminologies that arise within the curriculum.

Some parents cannot be involved due to practical constraints. They may not be able to drive a car, or have inadequate access to transportation. They may not speak English well enough or at all. They may not have access to or funds available for a babysitter. Or they may simply be too tired after a long day at work.

This all suggests that children may have too much unsupervised time after school (Van Breda, 2014:156-163). Asiyai (2012:39-47) agrees that some parents are too busy to continually monitor their children, who can go out freely and return home whenever it suits them. The above resonates with the views of T1C from focus group Y, who pointed out:

It's so disappointing to notice that most parents don't respond positively when they are being called to school in order to resolve or discuss problem matters regarding their children.

The relationship between teachers and parents should be fruitful and supportive, so that both parties can assist each other in modifying and moulding the children's behaviour. Parents who are involved in their children's education have an enormous influence on their behaviour (Victorire, 2015:23). From the responses of the participants, the researcher had the impression that there was a lack of parental involvement in their children's education which affected classroom discipline.

5.3.5 Discrimination against learners

Discrimination against learners is also a problem at school. Some parents may have had negative experiences as learners, e.g., being discriminated against by teachers. They may thus perceive a school as being oppressive instead of a place of hope for their children (Martinez, 2013:276-288). These parents may consider it unlikely that school personnel could be the problem when it comes to disciplining their children. HOD 4 from school D provided an example of how favouritism works in the class, bringing about disciplinary problems:

Lack of discipline is caused, let me put it like this, it is when the teacher is in favour of other learners. It is when the teacher always praises some learners and forget about others. If the teacher can treat all the learners the same, the classroom discipline will be instilled. And if the teacher can always involve all learners in the class and learn to praise all of them. It's like when you want to send a learner maybe to other teachers, but you always send one learner. So if you can involve all of them, then learners will be disciplined.

The variety of educational concepts should provide learners, parents and teachers with the necessary information to fight racism and finding patterns of building a better society that values human rights and equal treatment for all (Jacobs *et al.*, 2011:117-121). HOD 5 from school E specified:

Inclusivity, or inclusion, means including different teaching and learning styles and strategies in the classroom to cater for learners with special education needs resulting from learning or physical disabilities, but most learners turn to misbehave because they are being discriminated by some teachers”.

Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System highlights that all learners are able to learn if provided with the necessary support, and that schools should intentionally create conditions that help learners to succeed (Legotlo, 2014:176).

5.3.6 Peer pressure

Peer pressure is another cause of poor discipline, as learners have an intense desire to belong. Their social development indicates that negative peer pressure also emanates from friends outside the school environment. Peer pressure occurs when individuals in the same age group demand, encourage or force an individual to do something (Santor, Messervey & Kusumakar, 2000:163). HOD 6 from school F said:

Peer pressure is caused by learners' intense desire to belong, and as such, their social development is characterised by an increasing involvement with their peers.

HOD 1 from school A confirmed the importance of peer pressure as a cause of discipline problems:

Peer pressure is very strong in school because most of the time when they are misbehaving, you won't find that it is only one learner. You find that the group is misbehaving, or a group has break the door, or as a group they are playing soccer in the classroom, or a group didn't write their homework. It is rare that you will find an individual learner. The group never done the project. Even those who are bunking classes, you will find that it is a group of five, constantly so.

HOD 3 from school C added that peer pressure also emanates from outside the school:

Sometimes other learners. Let's say sometimes learners copying something from outside. Learners can be influenced by friends, not within the school, but outside the school.

According to Redl and Wattenberg's model (Redl & Wattenberg, 1951:22), learners demonstrate different behaviour in a group than they would individually. They believe that group dynamics and peer pressure influence learners' behaviour. Therefore, it is imperative for teachers to work with the whole group of learners, and not just individuals (Paragraph 2.6.1.1). Further, according to Rudolph Dreikurs's model, for some learners acceptance by peers and

teachers ranks so high in their hierarchy of basic human needs that if they do not gain recognition by socially accepted means, they turn to misdirected goals that result in anti-social behaviour (Paragraph 2.6.1.6). T2F from focus group W indicated how certain learners are more likely to succumb to peer pressure:

Learners who battle with their school work and socialisation tend to reveal poor judgement and signs of low self-appraisal and fall prey to friends or groups who are already abusing drugs and alcohol.

Not all peer influence is negative, and spending time with peers does not always lead to trouble (Lingren, 1995:102). Peers can positively influence academic performance, and it depends on adolescent self-esteem, self-reliance, and self-identity. One's peers can be a source of understanding, sympathy, affection, and a place for experimenting. Ryan (2000:101-112) found that learners' satisfaction with school is enhanced when they associate with friends who hold a positive perspective on school, and that it is decreased when engaging with friends who hold a negative perspective on school. Learners who are not motivated or disengaged are passive, do not give their best, and quickly throw in the towel when faced with challenges (Skinner & Belmont, 1993:571-581). In terms of social competency, the chances are high that learners who struggle to establish themselves in a peer group may also struggle with their schoolwork (Wentzel, Barry & Caldwell, 2004:195-203). Peer rejection can cause increased anxiety, which hinders concentration and information retention (Nansel, Overpeck, Pilla, Ruan, Simons-Morton & Scheidt, 2001:294-295).

Learners who cannot withstand discomfort and who are short tempered, usually become victims of peer pressure, such as using drugs. Their interaction with peers leads to partial satisfaction of their emotional needs, to which Louw and Louw (2007:230) refer as a 'culture which eases the transition from childhood to adulthood'. HOD 6 from school F was noted to be doing group work during classroom observation, which supported his claim that 'he always uses group work in the classroom' (see appendix I, statement 10) to promote positive peer pressure.

The researcher was convinced through participant responses of the importance for teachers to be able to handle and understand the phenomenon of peer pressure in relation to the discipline problems it causes.

5.3.7 Lack of learner motivation

B.F Skinner's behaviour modification theory focuses mainly on the use of rewards to reinforce desired behaviour and supplies teachers with a positive way of working with learners. This model focuses on modifying the behaviour of learners by shaping their desired behaviour in classrooms. It is regarded as a foundation model, because it shows the learning process from a different perspective – by investigating how learning is affected by stimuli received by learners after they have behaved as desired, that is, demonstrated good behaviour in the classroom (Paragraph 2.6.1.2). However, according to Kianipour and Hoseini (2012:118), learners who are not intrinsically motivated, typically show poor behaviour. If they are not having fun while learning and they are not aware of the purpose of the teaching, they usually demonstrate a lack of discipline (Van Wyk, 2001:195-201).

The relevance of rewarding good behaviour motivating the learners is underlined by HOD 5 from school E, who stated:

In order to help provide an effective learning environment, teachers should encourage desirable behaviour among learners with rewards and praise because should learners notice that they are not being praised for their good behaviour, they won't sustain it.

This could be achieved by using positive language, and praising the learners (Jacobs *et al.*, 2011: 117-121). T3E from focus group Y stated:

In order to motivate learners to behave in an acceptable way, the teacher needs to avoid using negative commands that begin with 'don't'. Learners learn more easily if they are told what to do rather than what not to do.

It is therefore wise to adopt a positive approach to instruction, whereby learners are constantly shown what to do and why. Positive learner behaviour may be reinforced with verbal praise and public recognition. Teachers are advised to recognize and reinforce good conduct, the child's contribution to the lesson and their academic work (Jacobs *et al.*, 2011:117-342). T3E from focus group Y was corroborated by HOD 4 from school D, who said he rewarded learners

for good behaviour in the classroom, which the researcher also observed (see appendix H, statement 5).

HOD 3 from school C declared:

Whenever a learner, if he or she does something good, to applaud that learner. Encourage that learner, motivate that learner. Because once you motivate that learner, others will see good in that and they will try and do it. Learners copy the wrong, they also copy the positive things. So as a teacher you need to always encourage them, while they do good. Don't say always, "You are wrong." As long as John today has something that is good, encourage John to continue doing the good work.

From responses such as these, it became clear to the researcher that teachers actually have a grasp of how learners can be motivated in a positive way, thereby also promoting positive discipline. It is possible to make learners want to learn. Teachers can stimulate learners' interest and increase motivation by making lessons more interesting through presenting a variety of activities, building conducive environments, and positively reinforcing learners (Jacobs *et al.*, 2011:117-342). This also shows from the comments by HOD 1 from school A, who said:

If you are an educator and you say something negative to the child, most of them they hold back, and others, the more you say negative things to them, the more they follow what you have said, negatively. But if you speak positive, and you say good things about them, you even reward those who are struggling by ensuring easy questions and appreciating them. Then they will repeat the same behaviour. However, if you say negative things, most of them will lose it, and they don't participate any longer.

HOD 2 from school B also stipulated:

We need to communicate with our learners in a good way and then we also need for us to build the learner's self-esteem. You need to be there for that learner.

Important aspects of promoting learner motivation during lessons are “... building a positive and supportive classroom atmosphere, a teacher’s warm and appreciative attitude, teachers being happy, calm and peaceful during the lessons, the use of humour in the lesson, studying for the lesson and preparing in advance before coming to the classroom, positive reinforcements, such as verbal and nonverbal praise and high grades, teaching in an enjoyable manner, new subjects, appropriate materials and examples that appeal to learners’ interests” (Edwards, 2000:308-309). These are good examples of motivating learners with positive engagement, which could lead to positive discipline in the classroom.

5.3.8 Differentiation of tasks

Differentiation in education means applying different methods of teaching according to specific needs of learners and how they learn (Van Tassel-Baska, 2012:42-45). The premise is that schools should enable learners to maximize their potential. The teachers mentioned that there is not enough time for differentiation in an overcrowded classroom, because there are too many learners. There is not enough time to monitor activities and complete tasks. Teachers also spend quite a bit of time diffusing conflicts, which reduces the time for teaching and learning. Teachers do not have enough time to individually attend to learners and mark every learner’s book. T1D from focus group Z stated:

It’s important to differentiate learners according to their capabilities when it comes to classroom activities, but it is time consuming when the classroom is overcrowded.

In addition, T4E from focus group X stated:

There is a lot of paper work and lesson preparations because the school enrolment is too high and school days are insufficient.

Time for differentiation seemed to be an issue. T2D from focus group Y elaborated that most of her teaching time is being wasted by always having to solve discipline matters.

The researcher observed that teachers did not begin their lessons immediately because the learners came into the classroom late and the teacher had to wait for them to settle down. The

researcher also observed that teachers sometimes had just enough time to explain a concept and give learners an exercise before the period was over and the next teacher was ready to come in for their lesson. There was not enough time to monitor whether the learners had completed the activities or to assist learners or even mark learners' books, let alone find enough time for differentiation. This led to disciplinary problems because the learners needed assistance at an appropriate level so that they could continue, and this was not addressed.

Attending to each learner's individual needs would allow them to progress at or beyond the expected standard (McNamara & Moreton, 1997:26). Through using a certain teaching style and differentiating learning materials and activities, this could be achieved (Geelan, Christie, Mills, Keddie, Renshaw & Monk, 2015:13-23). When this does not happen, as the researcher saw during the classroom observation, disciplinary problems are caused by frustrated learners. According to the Department of Education's *Teachers' Standards*, teachers should adapt their teaching to respond to the strengths and needs of all learners (Department of Education, 2011:7). HOD 2 from school B stated:

It is imperative that the teachers are able to employ a variety of teaching methods and strategies in order to target the different learning styles that occur naturally among learners because when learners are faced with the same instructional method or strategy each day in one class, they become bored.

When learners are bored, their minds wander and they start interacting with other learners around topics irrelevant to the lesson (Wilén, Hutchison & Ishler-Basse, 2008:71). During the observation, T4D from focus group W always adjusted her instruction in response to individual learner needs (see appendix H, statement 18). T3D from focus group X emphasized:

I think it's also important to individualize these learners according to their capabilities when grouping them.

According to Alfie Kohn's model (Kohn, 2001:251), teachers should allow their learners to learn about what interests them the most. He believes that learning should be made meaningful (moving from the known to the unknown) for learners so that they feel free to make mistakes and learn from them. Meaningful learning activities then become the way to ensure that learners

remain on task. This is when the teacher is able to provide different tasks to learners of different ages and abilities (Paragraph 2.6.3.5). HOD 3 from school C elaborated:

Teachers should select learning activities that are interesting and challenging, but not too complicated for learners to master.

Disciplinary problems easily arise in classes where certain learners work faster than others. T4E from focus group X maintained:

Teachers must avoid assigning tasks that some learners may complete long before others, thus leaving them idle before the lesson is over.

The differentiation of tasks can assist in preventing certain disciplinary problems, thereby promoting positive discipline as opposed to reactive discipline. The researcher also observed that some teachers did most of the talking, while standing in front of the class to teach. They also said it was difficult to give the learners individual attention and indicated that it was difficult to know every single learner's situation. They are also unable to help weak learners, which affects learner performance. Teachers also indicated that the learners were not enthusiastic about engaging in lessons and were uninterested. However, during classroom observation T4E from focus group X was seen directing the learners' transition from one learning activity smoothly to another (see appendix H, statement 16).

Curwin and Mendler maintain that it is the teacher's responsibility to ensure that learners learn and behave appropriately. They further note that when a learner's dignity is not recognized, he or she is less motivated, more resistant, and will seek revenge. This happens when the teacher is unable to give each learner individual attention (Paragraph 2.6.3.2).

5.3.9 Poor infrastructure and resources

Infrastructure is an essential aspect of the learning/teaching context. The infrastructure of a school provides teachers and learners with a variety of resources, tools, and services to support learning and teaching. Not having electricity, for example, renders it impossible to utilise information technology. A lack of resources is a crucial factor in education as it negatively affects classroom learning and teaching processes. The lack of facilities in under-resourced

schools is directly related to the academic failure of the learners (Lolwana, 2004:22). Poverty, weak infrastructure, and a lack of supportive academic discourse are factors that impede learners' academic success (Banda & Kiruada, 2005:120). Although infrastructural backlogs in classrooms may be seen to, if cleanliness is not addressed as well, learning and teaching problems will occur (Dryden & Vos, 2005:92).

Poverty, lack of resources and poor infrastructure in urban schools are the main reasons why relevant qualified teachers are not interested in such schools (Mabogoane & Pateli, 2006:127-139). Poor infrastructure can also affect classroom management and discipline. HOD 4 from school D emphasized:

The infrastructure of the school. You will find the windows are broken and learners are getting cold, at some schools they don't have doors and when it rains, you know teaching and learning, you cannot even manage such a class because the cold, it is like affecting them. School facilities, I think they are very important.

In addition, T3B from focus group Y stated:

Our school is too bored by that painting on the wall, it is not right as it is neglected. Sometimes when we paste any picture that is relevant to our subject, it doesn't stay on.

A print-rich classroom stimulates learners to take more interest in the teaching and learning process because they can see what they are learning about.

According to the model by B.F. Skinner, the environmental conditions in which we live determine our behavioural choices (Paragraph 2.6.1.1). The lack of resources was perceived as one of the reasons why teachers are frustrated in good curriculum implementation (Collier, 2005:67). This situation results in learning being solely dependent on what teachers tell learners. Learners are then left at an extreme disadvantage because they remain ignorant of everything that is not directly said (Collier, 2005:67). Good infrastructure essentially results in a positive classroom atmosphere which has a substantial and direct influence on teacher and learner performance. However, in contrast, T4F from focus group Y said:

Broken windows and broken doors can also affect the culture of teaching and learning from taking place effectively because learners cannot concentrate whilst feeling cold.

Learners consequently lose focus and start misbehaving. The above statement was offered by T1C from focus group Y; who was noted during the classroom observation as always using whole class instruction to ensure a structured classroom (see appendix H, statement 2).

5.4 THE FACTORS CAUSING POOR CLASSROOM MANAGEMENT BY TEACHERS IN PRIMARY SCHOOLS IN THE GAUTENG EAST DISTRICT

To gather information on the factors causing poor classroom management by the teachers at primary schools in the Gauteng East District, the researcher used focus group interviews for teachers (see appendix F) and semi-structured interviews for the HODs (see appendix G). The researcher also used observation tools to observe both the teachers and the HODs in their classrooms (see appendix H & I). The following paragraphs discuss the main findings of this study about the factors impacting on poor classroom management by teachers with an impact on classroom discipline.

5.4.1 Poor planning (lesson planning)

The wise selection of instructional books and preparation of lesson plans are essentials for conducive teaching and learning. The actual interaction between the teacher and learners is the ultimate test of the teacher's expertise in classroom management. Even teachers with good management skills find some days better than others in keeping planned classroom activities on track (Jacobs *et al.*, 2011:117-342). The researcher asked the HODs and teachers:

What are the main causes of poor classroom management at your school?

The researcher realized during classroom observation that poor classroom management is caused mostly by teachers' poor planning and preparation. This was emphasized by HOD 5 from school E who stated:

Poor planning and preparation are the main cause. I mean if you are not prepared and you haven't planned anything. I mean how can you manage the classroom?

T2E from focus group Z added:

Yes, that is the main factor, because learners will start taking advantage if the teacher is unprepared.

Further, T1F from focus group Z stated:

Sometimes the teacher when he or she comes into class unprepared. So the learners will take advantage and start doing their things like playing while you are still preparing to teach them.

From the above it is clear how important it is to plan lessons well.

During classroom observation, the researcher noted that some teachers went to their classroom unprepared, which was a problem. The researcher concluded that in classrooms like these learners were inclined to misbehave. T4C from focus group Z emphasized with confidence that:

I think lack of preparation from the teachers. If I walk into the classroom and I am not prepared, I instantly lose the kids. Whereas when I am prepared, as soon as I walk in, I know what I am supposed to do. So if I am not prepared, I leave a gap for them to start being misbehaving and because now I don't have it together.

In addition, T1E from focus group W pointed out:

If learners have to wait while the teacher struggles to make the equipment work, they become restless and start misbehaving.

Sound lesson planning and preparation are integral to Glasser's Choice Theory of classroom management in Chapter 2, where he suggests that teachers should plan and arrange their learning environment in the best way possible to meet the learners' needs and then intervene to attain the required behaviour (Paragraph 2.6.3.3). The best way to achieve well-managed classrooms is through advanced planning. This prevents delays and distractions that may lead to disruption of the class proceedings, thereby reducing the allotted time because of disciplinary interventions. Advanced planning, however, does not eliminate all the possible learner disruptions that may demand action from the teacher to maintain the classroom atmosphere. Each and every teacher should be proficient regarding classroom management skills that engages suitable planning of teaching and learning activities, together with appropriate interpersonal skills to manage any disruptive behaviour that may interfere with the teaching-learning process. Effective planning includes avoiding disruptions and delays (Di Giulio, 2000:04). This was stressed by HOD 6 from school F, who emphasized:

I think a teacher with a good lesson plan and prepares all the learning materials he or she wants to use, and checks whether everything is in order for teaching and learning to take place, will be able to manage the classroom effectively.

Further, HOD 6 from school F recommended T3F from focus group X in this regard, saying that she does not deviate from the pre-planned learning activities (see appendix H, statement 22).

In general, the researcher gathered from the responses that planning lessons well is absolutely essential to good classroom management and that, if this is not done, disciplinary problems arise.

5.4.2 Classroom control

There is a great deal of disruptive behaviour in the classroom, including verbal interruptions (talking), off-task behaviours (daydreaming), and disrespect towards teachers and learners (teasing). These behaviours are called surface behaviours, because they are typical and do not express any deep-seated problems. However, surface behaviours can be disruptive, and it is significant to have a step-by-step intervention plan that clearly disapproves of learner

misbehaviour (Canter & Canter, 1992:57-61). Jacob Kounin's (1970) classic study of orderly and disorderly classrooms supports the belief that effective managers know what is going on in the classroom. Kounin called this ability withitness, or the capability of being aware of what is going on in the classroom at all times (Kounin, 1970: 165). T3F from focus group X argued that:

Different managing styles can be the main factor to classroom control.

He means that teachers should be consistent in their approach to classroom management in order to promote control in the classroom. He emphasized that:

I think different managing styles as teachers. Remember like in my class I am teaching one subject, and there are other five teachers who come in. Like if teacher X says pick up the papers but teacher Y does not re-enforce or promote that. So that will also confuse the learners. They end up not knowing and that makes poor classroom management.

The researcher thought it seemed essential for teachers as a team to support certain measures for promoting control of the learners in their classes. Further, T3D from focus group X elaborated:

Yes, as Mam said, at times there are teachers who keep reprimanding learners, discipline them to do the right thing, like taking out their books. Then you find the teacher who does not doing that at all. Gets into class, write the work on the board, or goes around to check who is writing and who is not. Then there is also a teacher that screams at learners, and the teacher who talk to the learner in a calm way. It is sometimes much effective than screaming at the learners. When screaming at the learners, you frustrate them, and they will get used to you that this teacher is always screaming, and sometimes they copy or imitate you. Like screaming and making noise, and that is not effective at all.

What these teachers seemed to propagate is a uniform approach to certain issues. Even controlling learner movement between periods needs a team effort to control learner behaviour that will impact on classroom management. HOD 3 from school C argued that classroom control is very broad and that time management can be the main factor in effective classroom control. She elaborated that:

Classroom control is very broad, for example arriving in class on time. You will be managing your classroom and if you are managing your time because some of the learners are, when maybe the bell rings for example in our school, we change periods, the learners come to the subject teacher, and not the teacher going to the learners. So by managing your classroom is where you must keep time and manage your time. Learners must not move around. They must just come straight to the classroom in time so that you can do your work on time.

The researcher understood from the participants' responses that it is not only the classroom control by individual teachers that has to be effective, but also control by the teachers as a team, who should work together to improve control of the learners inside and outside the classroom.

5.4.3 Classroom rules

The first thing a teacher should do when starting with new learners at the beginning of a new school year is to discuss classroom rules. Teaching and learning involve complex interactions under various conditions. Learning activities and learner involvement vary considerably, and rules of conduct can be used to govern learner actions. Rules supply directions for acceptable behaviours, so that conducive teaching and learning can occur. Rules should focus at organising a proper learning environment in order to promote the quality of teaching and learning, and not only to execute control over learners (Van der Horst & McDonald, 2001:105). This strategy of using classroom rules to manage classes effectively is echoed in Canter and Canter's Assertive Classroom Management Model, which is based on the notion that learners react positively to a fair and well-thought-out rule system which carries specified benefits or consequences depending on the learners' willingness to follow them (Paragraph 2.6.1.7).

HOD 1 from school A stipulated the following in support of classroom rules:

The class that has no rules. How are you going to discipline or manage the learners without the rules? Because always learners they must follow those rules. In fact the class that has no rules and the teacher that is always absent, it's a problem.

The rules should preferably be typed out and displayed permanently on the notice board in the classroom. Long lists of rules should be avoided. Five to eight rules concerning behaviour in the class would enable a teacher to manage most learners effectively. Among other things, learner involvement in selecting the rules would be affected by the teacher's philosophical perspective. Furthermore, it is very important for teachers to involve learners when setting classroom rules. Some teachers realise that learners comply with the rules if they were involved when formulating them and set out punishments when not keeping them (Van der Horst & McDonald, 2001:105). T4A from focus group Z emphasized this point:

The teacher should make learners feel that they have contributed to the formulation of the classroom rules by which they are expected to abide. In other words, learners should be involved when classroom rules are formulated.

T4A from focus group Z supported a practice by T1B from focus group X, who was seen during classroom observation using input from the learners to create classroom rules (see appendix I, statement 9). The researcher agrees with the practice of involving learners in setting classroom rules and tasks as done by HOD 1 from school A, who uses learner input when creating projects (see appendix H, statement 12).

Barbara Coloroso (Coloroso, 2002:101) believes that behaviour is shaped by freedom of choice. According to Coloroso's model, learners learn to conduct themselves in an acceptable manner through opportunities whereby they can make decisions and deal with the outcomes of those decisions. She emphasizes that this promotes learners' responsibility and self-control (Paragraph 2.6.3.4). Learners can be taught to follow classroom rules when taking decisions on classroom behaviour. Cangelosi (2004:37) notes that learners arrive in a new teacher's class with some perception of what is expected of them. Most of them know that unacceptable behaviour is not tolerated. This was exemplified by T3C from focus group W during classroom observation who insisted that learners follow the rules at all times (see appendix H, statement

17). This was confirmed by T4C from focus group Z during classroom observation, who indicated that, if a learner's behaviour is defiant, she would demand that they complied with the classroom rules (see appendix H, statement 23). According to Coloroso, discipline can be very effective for learners because when teachers show learners what they have done wrong (using classroom rules) and then help them to solve their problems, the learners' dignity remains intact and they develop responsibility and inner discipline (Paragraph 2.6.3.4).

5.4.4 Classroom organization

Classroom organization can have an effect on classroom management. The first concern of the teacher is how learners are seated in the classroom. The seating arrangement should provide enough space for different learning activities to take place. Seating is planned so that the teacher can easily reach any learner in the class without disturbing other learners. Besides planning the location of seats and desks, which occupy most of the classroom space, the teacher decides where learning centres, bookcases, storage cabinets and large work tables should be placed. Appropriate placement means that the classroom reflects the excitement and variety of the learning that is taking place. The classrooms should be neat and tidy. An untidy area is not suitable for teaching and learning to take place. Moreover, untidy areas inform learners that carelessness is recommended, which may stimulate misbehaviours in learners (Van der Horst & McDonald, 2001:105).

T2A from focus group X emphasized:

As a teacher you must know that you are the manager of the class. You are going to try and create a positive learning environment by maybe organizing, making sure that the chairs are organized. And there are some charts on the wall.

The classroom environment may be a contributing factor to off-task behaviour. How the classroom is physically arranged may cause ineffective traffic patterns or restricted views of the areas where teaching takes place. Other factors include the boundaries between work areas and access to supplies. Once misbehaviour starts occurring, learners should be separated or the teacher should somehow modify the setting, for example, moving learners' desks or the storage area (Van der Horst & McDonald, 2001:105). HOD 3 from school C stated:

Classroom organization includes the way I arrange my furniture and the arrangement of work on the board. Learners are also part of that, they need to be told that they are part and parcel of the classroom so that they will take good care of it, for example not leaving their books on the floor.

No classroom seating arrangement will perfectly suit every activity and class. For instance, HOD 2 from school B stated:

Classrooms need to be arranged according to the activities that teachers have prescribed for a particular lesson. For example, it may be necessary to arrange a small circle of chairs for a discussion by part of the class.

In addition, T2C from focus group X elaborated:

In Foundation and Intermediate Phase, there should be adequate space for movement because young learners need floor space on which to work indoors and should be able to physically change their groupings during a lesson. For example, during sessions of storytelling, groups of learners can sit on the floor while other groups remain at their tables for other activities.

I think organizing or the way of being organized, the way of managing in order to ensure that you attain desired goals that you want, it can help in maintaining classroom discipline.

The value of effective seating is reflected in Jones's model when he emphasizes that the teacher should focus on the learner and what they are doing in the learning environment, organizing the classroom so that the teacher can quickly assist any learner and that unnecessary movement is restricted (Paragraph 2.6.3.1). If the classroom is organized, the learners' attention is stimulated and they focus on the teaching and learning process.

T4B from focus group Z had established a daily routine time-table in the classroom to which she adhered (see appendix H, statement 8). The researcher maintains that organizing classroom routines promotes discipline in the classroom.

5.4.5 Lack of resources

Learners should be shown the value of consulting various textbooks, the internet and other sources before coming to conclusions about the content they are learning. They should be taught that the teacher is not the only source of knowledge. They should also be assigned projects that require them to use their families, community members, peers, newspapers and incidents from their own experiences as sources of information (Jacobs *et al.*, 2011:117-342). This would make teaching interesting and would curtail disciplinary problems.

Meaningful learning is related to the teacher who brings reality to the learners, as a teaching method. It is significant for learners to see and touch what they are learning about, because it improves how they perceive things and helps them to master content. If the school lacks resources, direct observation through the learners' senses and perceptions would not improve, while meaningful learning and the learners' mastery of content would be disturbed (Jacobs *et al.*, 2011: 117-342).

The lack of resources and school facilities has a serious impact on classroom management. T3C from focus group W stated:

There are not enough resources especially when you need to conduct experiments for natural science. When technology projects are done, learners are unable to purchase materials and the school is unable to provide materials for learners. This makes teaching very difficult.

Furthermore, HOD 5 from school E stipulated:

When the school does not have sufficient resources, the teaching and learning process cannot function effectively.

The researcher observed during classroom observations that the paucity of resources was a major problem in most of the schools, which affected teaching and learning. Teachers indicated that lessons could not be interesting and exciting owing to the lack of resources, while the resources that were available were insufficient and the learners were forced to share. T2A from focus group X elaborated:

Lessons cannot be exciting because classrooms are so overcrowded and resources are not enough ... you just lose hope.

T2E from focus group Z also commented:

Lessons cannot be exciting and interesting since the lack of resources is impacting on teaching and learning.

In addition, T4C from focus group Z elaborated:

I have been teaching for years and nothing has changed so I decided to improvise.

In addition, T3B from focus group Y stated:

Practicals are too hard to conduct. There are not enough resources to make lessons interesting and exciting. I don't have a proper chalkboard. It is broken. It is difficult but I improvise.

T1E from focus group W emphasized:

Learners share what we have. There are not enough resources and not enough funds to provide resources as school fees are a big problem.

The teachers mostly used the chalkboard. The school cannot purchase resources as they do not have the finances. Some schools may have computers available for use during lessons in Mathematics and Natural Science.

According to Glasser's model of Choice Theory (Glasser, 1998: 596), it is the teacher's duty to plan and arrange the learning environment in the best way possible to meet the learners' needs and to intervene appropriately to ensure the required behaviour (Paragraph 2.6.3.3). Schools with adequate equipment in laboratories provide teachers with the opportunity to allow learners to execute scientific investigations, while insufficient equipment does not allow

experiments. Other insufficient equipment at schools needed by teachers include overhead projectors and photocopy machines that are essential for preparing and presenting the lesson (Jacobs *et al.*, 2011:117-342).

T1C from focus group Y emphasized the challenges for classroom management resulting from shortages:

Shortage of furniture. As soon as two of my learners or three of my learners don't have chairs, they need to move around. And the other learners need to check if there are any chairs. That is a bit of disruption in the classroom, or sometimes they go out to other classes to go look for those chairs and obviously some of them take too long. I need to bear in mind that they went out and I had to go out and check where are they, something like that. Then I am going to totally lose the class when I am looking for them and trying to arrange my furniture in class. So if I had all the chairs, like enough furniture in the classroom, I don't think I would have challenges in managing the classroom.

The application of teaching aids in a lesson, improves the perception of learners towards learning and motivates learners to be actively involved in the lesson. Learning can be intensified through the application of teaching aids (Jacobs *et al.*, 2011:117-342). HOD 6 from school F pointed out:

Lack of resources can be the main cause of poor classroom management. However, at my school classroom management is good, because we are not lacking any resources. We are funded by the state. Text books are always available, and classrooms are well taken care of. And teachers are following policy.

Learning improves if the learners can perceive what they are being taught. For this reason, teachers should always present complicated ideas to learners by applying real and observable examples (Jacobs *et al.*, 2011:117-342). The researcher agrees with the participants that adequate resources would have the potential to improve classroom management and discipline. The researcher observed that T1D from focus group Z always used inquiry-based learning in

the classroom (see appendix H, statement 14). However, the researcher noticed that without sufficient resources, it became difficult for the teacher to achieve lesson objectives and to maintain discipline.

5.4.6 Lack of support from the SMT

The responses from educators to the question; *What are the main causes of poor classroom management?* (see appendix F) also indicated that there was a lack of support by management. The researcher observed that some teachers (T4E from focus group X, T4C from focus group Z and T4F from focus group Y) had no assistance from the School Management Team (SMT) and especially from the principal, who gave no assistance with the challenges to classroom management. They are understandably not motivated. When teachers were asked why they had such negative classroom management experiences, they indicated the lack of support from school management, especially the principal and the Head of Department (HOD) as evidenced below.

T4E from focus group X stated:

I am not assisted by HOD or principal to resolve issues.

In addition, T4C from focus group Z elaborated:

I am not motivated. Sometimes I am confused and I don't know how to handle certain issues and nobody wants to assist. So I figure out on my own what to do.

Further, T4F from focus group Y stated:

I am tired of dealing with discipline on my own. Management does not assist me.

Because teachers have to deal with issues on their own, they actually sacrifice teaching time. They also do not feel encouraged and motivated. Although they need the support by management, it was observed that certain teachers did not refer any discipline problems to

management. It is also evident from the findings that, in some schools, the DoE and the SMT are not implementing the education policies, as the learner-teacher ratio exceeds the number stated in policy and, as a result, teachers are left to deal with overcrowded classrooms and the consequent stressful experiences.

According to Skinner's model (Skinner, 1971:40-54), human behaviour could be moulded or modified by applying a system of reinforcement strategies. During his experimental work with animals, Skinner discovered that animals worked best and learnt much faster if they were rewarded for their positive response instead of being punished (Paragraph 2.6.1.1). Behaviour modification is based almost entirely on rewards. Rewards provide teachers with the power to work with learners in positive ways (Paragraph 2.6.1.1). Furthermore, according to Wolfgang and Glickman's interventionist model, teachers believe that learners learn good behaviour primarily when behaviour is reinforced by rewards or punishments (Paragraph 3.3.6.1).

However, if teachers are also not motivated to do good work by the School Management Team or the District office, teaching and learning might not take place effectively. HOD 1 from school A stipulated:

Teachers need to be encouraged or motivated for their good teaching styles by the SMT or District office with rewards or incentives in order to restore effective teaching and learning at school.

This implies that, when teachers are not motivated, they are not going to improve their standard of teaching. Motivation works hand-in-hand with improvement and success in any educational institution. Teachers require personal support, social support and job satisfaction if they are to maintain their personal well-being. The latter is essential if teachers are to have the right attitude and mental resilience to implement positive discipline in the classroom (Bachkirova, 2005:340-352). T1C from focus group Y was seen during classroom observation allowing learners to get out of their seats without permission because he was not motivated and did nothing to prevent it (see appendix H, statement 11). T2A from school X elaborated:

We also like to be valued as educators by the SMT, the District, you understand? They also have to motivate us as educators. So it must happen on both educators and learners.

The researcher had the impression as a result of the participants' responses and classroom observations that effective classroom management requires a team effort, which means that the support by the SMT and school principal is essential in establishing well-functioning classrooms.

5.4.7 Classroom climate

Management means maintaining order, and teachers should create a responsible, cooperative classroom climate so that learners themselves choose to behave well. Learners need to know that it is expected of them to be responsible, cooperative and orderly. Creating a positive climate is an important way of establishing this expectation. Classroom climate is defined as the atmosphere or mood in which the teacher and learners interact and is composed of relationships, emotions, attitudes, and values (Van der Horst & McDonald, 2001:105).

A classroom climate is considered good when it has a pleasant and supportive atmosphere. It should have an atmosphere that promotes good conduct of learners. It is encouraging, helpful, and not threatening. According to Curwin and Mendler's model, it is the teachers' responsibility to ensure that learners learn and behave responsibly (Paragraph 2.6.3.2). Such a climate encourages work and promotes a sense of enjoyment and accomplishment for everyone. Hence classroom climate determines learner achievement (Van der Horst & McDonald, 2001:105). The researcher observed during classroom observations that a classroom environment conducive to all these qualities creates a good classroom climate for teaching and learning. T1B from focus group X was seen during classroom observation adjusting instruction in response to individual learner needs in order to manage the classroom and to establish a good classroom climate (see appendix H, statement 18).

According to Jones's model, classroom situations differ and they therefore require different approaches (leadership styles) (Paragraph 2.6.3.1). Some teachers are able to vary their teaching style, as T1B from focus group X once commented:

At the beginning of the year my teaching is more structured and rigid than it is later in the year when I begin to know my class. I need to know my class better before I can change my teaching style.

However, not every teacher can change their teaching style. What works for one teacher may not work for another. Good teachers are those who can apply different styles of teaching to the classroom situation (Jacobs *et al.*, 2011:117-342).

T2E from focus group Z was seen during classroom observation strictly enforcing classroom rules to control learner behaviour and establish an encouraging teaching and learning environment (see appendix H, statement 21).

5.4.8 Stress management

The transformation of education was huge over the past few decades, in South Africa and abroad. However, the morale of teachers decreased because of stress that was brought by this change. Hence the stress of teachers and burnout was researched by various authors (Barnes, 2003:39-40). From these sources, as well as personal experience in training workshops and correspondence with teachers, the researcher started to realize that most teachers lack the skills of the application of classroom management, and they are also traumatized by these educational changes, which makes them tired and depressed. Reasons given by teachers which raised stress levels and the drop in morale are: a lack of motivation, learner discipline issues, workload, overcrowding, poor working conditions, and low self-esteem, coupled with the low status of the profession in the community (Barnes, 2003:39-40).

Management skills in the classroom are important for teachers in creating a conducive environment for teaching and learning to take place. The best classroom managers are those who are aware of their own abilities (Giallo & Little, 2003:21). Teachers with high self-esteem have an effect on how learners perceive themselves, and they are able to create a positive atmosphere in their classrooms by being able to control their emotions (Clark, 2005:45). Social awareness is perceived as caring for the feelings of others (Bar-On, 2005:4). It is largely the skill of establishing and maintaining cooperative, constructive and mutually satisfying relationships. The development of this skill in the classroom, results in less disciplinary problems, and the classroom atmosphere is conducive for educational achievement (Clark, 2005:45). Teachers need to develop these skills in order to create a tolerant atmosphere in their classrooms. Without some level of social awareness, teachers might not demonstrate sufficient empathy for learners who might be experiencing personal trauma. This would make it impossible for them to establish the desired classroom atmosphere (Paragraph 3.6.5.1).

The researcher noticed that when teachers were stressed, they usually spoke to their colleagues to seek advice or to calm down. T4F from focus group Y corroborates the researcher's view:

We take a break by going outside, or go and talk to the other teacher and then come back.

T2B from focus group W commented:

In dealing with stress, I share the experiences with my colleagues to give me advice. Sometimes I feel like I am on my own, like the stress I am encountering in class I have to solve it on my own.

Further, T4D from focus group W also added:

I normally ask them, my colleagues, what is the problem, is it me or the children? I also think we need to have sessions like psychologists here at school. They used to sit down and talk to the learners, like de-briefing. Even us, we need to have time to sit down and talk about our conflicts and stress that we encounter, where we will help each other so that we don't carry stress on our shoulders. Teamwork.

HOD 3 from school C stated:

When I am stressed up, I go out to other teachers and talk about the problem. That is why I say teamwork is very important.

In addition, HOD 6 from school F elaborated:

What I normally do, I used to talk to my colleague to say 'Can I have your two minutes? I want you to talk to these kids you know, because if I can address them in the state I am right now, I am afraid I might lose my mind and do something that is not proper. Can you please talk to them? Meanwhile he is addressing my learners, then I will go to his classroom,

just to maintain that order. Then automatically I am calming down. Then after some few minutes, I will go back to the classroom.

From the above responses the researcher concluded that teachers' stress impacts on classroom management and has to be addressed. Some teachers emphasized that they were not coping at all. Instead, they were retaliating and becoming emotional when the learners cause stress. Hence many of them want to leave the teaching profession. For instance, HOD 5 from school E argued:

I am not coping any more. That is why I want to exit this profession. I don't cope. I am always stressed. They are stressing because they don't learn these children of our days. They don't learn. You try all the methods, all the strategies, but these learners don't learn. No improvement. Even their parents are not cooperative. Hence I am always stressed.

In addition, HOD 1 from school A elaborated:

To be really honest with you, we are not coping. We are retrieving. We are giving up. We are in a hopeless situation actually. We can't cope actually. We have number of cases where teachers have crossed the boundaries, saying nasty things or beating learners because they are stressed. We only realize that late, because we are emotional.

The researcher noticed that there are some teachers who had developed strategies for dealing with classes that are stressful. For instance, T4E from focus group X stated:

You know recently I also have one of those classes in grade 5 E, whereby every time I get there, they are making noise. Then I developed this strategy whereby they stand up they greet me and then they sit down, then close their eyes. I say breath in, breath out, maybe three times and they keep quiet, and I say open your eyes. Then I always remind them that when a teacher come to class you must keep quiet and you have to greet that teacher. Point number one, you are not only disturbing me but also

the classes around them. So usually I get their attention by firstly closing their eyes. They wonder what mam is going to do. They are all excited and then they will keep quiet. They calm down. I think that helps.

Some teachers have decided to take time-off in order to calm down when they are stressed. HOD 2 from school B pointed out:

I take a break. Take my time before reacting. That thing of going out, you know? It helps a lot. Ask yourself why am I here. Because if you don't, then you find yourself doing something wrong. We do have stress you know? A lot of stress in our classroom. Sometimes there is some stress that you have at home, you know? And then sometimes you take the stress out of learners. It is not nice. Even those learners they do have stress. They do have stress whereby they come to school without food and the stress of their parents fighting, you know? So it is very much important to take time before you react.

T2D from focus group Y added:

I think it is best to calm down if the teacher is stressed. Because once you go out, the learners will be even more calm.

Some teachers have developed the strategy of sympathizing with learners by talking to them as a way of reducing stress. For instance, HOD 4 from school D stated:

If you are stressed, you have to sympathize with learners. If you sympathize with them, you are in control. But at the same time, bad behaviour cannot be tolerated.

Some teachers still apply punishment, but in a positive way, when they are stressed by learners. For instance, T2E from focus group Z stated:

I punish them. Meaning learners who are giving me stress. Maybe they are supposed to be writing or maybe they have already finish writing, I

give them extra work. But if they are busy talking still, then they write down the classroom rules to gain their attention.

Further, T1F from focus group Z emphasized:

Sometimes if I am stressed with learners, I can tell them a story to make an example of bad behaviour. Then the learner will think about the story and then calm down.

A possible reason for the persistence of poor learner-teacher relationships is a lack of both relevant knowledge and the required skills when it comes to the effective use of adequate alternatives to corporal punishment. A significant and growing number of teachers experience stress and depression, which has a negative effect on the school environment and jeopardizes the educational processes (Ngqela & Lewis, 2012:87-97) (Paragraph 1.2). Finlayson (2009:21) agrees that teachers' stress is mainly caused by learners' misconduct at school (Paragraph 2.3).

Responses by the participants showed the researcher the effects of stress on classroom management, as inadequate ways of dealing with stress may increase problems in classroom management.

5.4.9 Conflict management

Animosity and violence occur because conflict resolution methods have not been learned or are not practised (Bodine & Crawford, 1999:152). This leads to poor classroom management. The researcher noticed during classroom observations that some teachers tended to abandon their lessons and embark on long lectures against the disruptive behaviour of just a few learners. The comments by T1E from focus group W clearly indicated to the researcher how important effective conflict resolution strategies are for good classroom management:

With regard to aggressive behaviour of learners, I just want to be honest, we are pushed to be aggressive also, some of us. You know shout or scream like 'ei I will punish you'! Just to be honest. Unfortunately, that behaviour makes that child to be more aggressive or to be more scared of you. But if you continue doing that, I am afraid that learner will be

more aggressive. Like coming up with ways to defend himself or herself. Conflict management is determined by teacher control, but it is at a certain extent not always. Because sometimes you want to show the other learners that you cannot be bullied by a child. So you retaliate. I sometimes take the learner and sit with me in front. The reason is that I want to protect other learners who are doing their work. Now if I cannot control the learner, I usually take the learner to the office. That is where I reprimand the learner, like 'You did this in front of the learners, so I am going to show you.

Difficult learners are continuously disruptive. They tend not to complete their work, demand attention, or openly challenge the teacher's authority. They disrupt the learning process, bother other learners working, and may cause other learners to misbehave. Occasionally, teachers' usual conflict management system may not be effective with difficult learners (Jones & Jones, 2013:136-137). This is evident from the response of HOD 1 from school A, who stated:

In most of the cases we take aggressive learners to the office, avoiding to overreact. At least from the high authority they will listen but however, most of them will not even call the parent immediately to come. I can say 90% of educators, they can't deal with these learners who are aggressive. We follow the protocol, that is, from the teacher-to-the-HOD, then the principal. But most of the time we are challenged by the situation. We don't know what to do when we are in that situation. It put us in a very-very tight corner.

The researcher noticed that some of the teachers had real difficulty in dealing with aggressive learners. They usually took them outside in order to talk to them as a strategy for conflict management. For instance, T3D from focus group X pointed out:

If the learner is aggressive, I usually call that learner outside, and when I spoke to her, I think she cooled down. That's how I manage to deal with them.

In addition, T4E from focus group X said:

I first talk to that learner. But because usually if you talk to that learner during class, at that moment, he shows off in the class and disrupts the classroom, I think by calling that learner outside whilst others continue with their work it's better. On one-on-one communication, the learner calm down a bit and they respect you as a teacher. And you get to know why the learner is reacting like that. But if the misbehaviour keeps on going on, you call the HOD, and then the parent of this learner. You talk to that learner. It can be after school or during break”.

Furthermore, HOD 3 from school C emphasized:

I usually take the learners who are aggressive out of the classroom, so we can talk one-on-one. Because once you notice that this learner is aggressive, you must be very quick. Use quick thinking because otherwise you are going to fall into trouble. Just go out. Go and drink water.

HOD 4 from school D elaborated:

If a learner is aggressive, I cannot be aggressive to that learner because I can also be a challenge to that learner. If I am aggressive to that learner, I can end up punishing that learner corporally. I can also ruin my career. I usually take that learner outside and put that learner in the staffroom, up until such time the learner has cooled off, then try to talk to him or her. It also saves you a lot of trouble by doing that. The other thing is to apply the problem solving approach which involves acts. The first one, identify the problem, then secondly what is the cause of the problem? Thirdly agree that the problem is practical and be implementable. Then lastly you evaluate or assess the situation. But calming down the learner it will be the first step.

It was clear from the latter response that the participant was at least knowledgeable about problem-solving as a conflict resolution strategy.

The researcher noticed that some teachers used peers when correcting the aggressive learner as a strategy of conflict management. For instance, T2A from focus group X commented:

But sometimes, as manager of the class, sometimes you need to finish the lesson and you attend to the problem. Sometimes all you need to do is to make sure that the class is aware of that behaviour is wrong, and you let them decide. You will find that, if he wants to do it, the peers will correct him and say 'you are disturbing us'. The other thing that is influencing that is the peers entertaining it. Like if you say 'keep quiet, and the peers say nasty things'. But now if you can deal with the peers, he will say something and the peers will just look at him and he doesn't gain momentum anymore. In that way the learner will be ashamed and come and apologize to you as a teacher.

According to Curwin and Mendler (Curwin and Mendler, 2008:119), 80% of learners rarely break classroom rules, 15% break rules on a regular basis, and 5% frequently break rules. Tough children who continuously break rules and sometimes become involved in serious misbehaviour are an ongoing challenge in the classroom (Jones & Jones, 2013:136-137). However, the researcher observed that some teachers had developed strategies for dealing with aggressive learners who persistently break the rules. T4B from focus group Z said:

To be honest, although is wrong, I sometimes say 'get out of the classroom, and then after I call them back in the class. This is because I am trying to avoid dialogue. Because when there is dialogue, you are reprimanding and they are retaliating, and all the other learners are laughing, and then it's chaos. So I just say get out of the classroom and they stand outside. And because I know it's wrong, after five minutes, I am sure they have cooled down and call them back and sit on the floor and then I carry on with the lesson.

T1D from focus group Z stated:

Normally, I put the learner under my table, just for a while. Like if they are going for break, I tell that learner 'you are not going for break'.

However, parents might fight with you for doing that. But it works for me, or putting him at the corner there and face the wall. Just to discipline that particular learner.

In addition, T2E from focus group Z commented:

I most of the time I put them in the classroom and not going for break”.

HOD 6 from school F elaborated:

I will reprimand the child. But if I see that he wants to answer back, then I will say just go out of the classroom. I know I mustn't deprive that learner the right to education, but it will be a matter of few minutes outside. Try to make him or her to calm down. Then while the class is busy with the same work, I am assigning a class captain to make sure there is order and discipline in the class. Then I will move outside and attend to that learner. In most cases they used to say 'I am sorry'. Then I will say 'If it happens again, I will call the parents. Then I say go back to the classroom.

T4C from focus group Z said:

I take the learner who is aggressive outside the classroom because it helps. While the boy is outside, he comes back to his senses. But it must not be for the whole period. It's either the boy will come back and knock on the door to say 'I am sorry'. But if he is naughty and taking too long outside, then you can go to him whilst others are busy with their work, you can go and talk to him outside. Because if you challenge the aggressive boy in front of the class, he might hit you in front of everyone. So to avoid such a situation, for that few minutes, you chase the boy outside.

The researcher noticed during classroom observations that a common problem in the teaching-learning situation is the occurrence of a noisy group of learners at the back of the class who

keep talking and laughing during the lesson. The noise disrupts the class and the teacher finds it difficult to concentrate. Some teachers, such as T1B from focus group X, were seen during classroom observation to always intervene when learners spoke at inappropriate times during class and resolved the problem this way (see appendix H, statement 1). T3E from focus group Y was observed strongly limiting the learners' chatter in the classroom (see appendix I, statement 3). Before deciding on how to deal with these learners, it is necessary to recognize the behaviours that difficult learners display, also considering the causes that may have resulted in the development of complicated behaviours, and to comprehend that the behaviours may be the sign of serious problems (Jones & Jones, 2013:136-137). Some teachers, however, had difficulties in resolving these types of situations. The researcher knows from classroom observations that the participants responded truthfully so he knows that certain teachers need effective conflict resolution strategies.

5.5 THE CURRENT DISCIPLINARY STRATEGIES ADOPTED BY PRIMARY SCHOOL TEACHERS AND HODS IN THE GAUTENG EAST DISTRICT TO MAINTAIN EFFECTIVE CLASSROOM DISCIPLINE AND MANAGEMENT

5.5.1 Parent-teacher conferences (grade meetings)

Grade meetings play an important part in preserving the relationship between the parents and teachers of a particular grade. Many schools, usually for elementary grades, organize a day at the end of each term of the year for parent-teacher conferences, so that teachers can meet with parents (Edwards, 2000:308-309).

HOD 5 from school E said:

This can only be effective if grade teachers organize a meeting with parents of learners, so that they can discuss about the progress and behaviour of their children at school.

HOD 2 from school B elaborated:

It's very important to call parents to your class and discuss with them and let them tell you about their children, because sometimes you don't know them well those children. But by involving their parents, calling them in class and involving all the parent in the classroom to talk about their children. Then from there we are going to help each other to handle our children.

Grade meetings promote classroom discipline because teachers have the opportunity of talking specifically with the parents of the learners in their classroom about the problems that encounter in the classroom, such as arriving late, poor performance and absenteeism. Then the teachers can speak to the parents about how they could improve the situation. Teachers may involve parents in their children's progress by asking them to supervise the homework, and to sign the written homework to show that they have seen it. Parent-teacher conferences are held with particular parents of learners in a specific grade or classroom so that the teacher can give parents feedback about the progress and challenges that the learners are facing in the classroom (Jones & Jones, 2013:136-137).

However, HOD 3 from school C argued in an irritated tone that:

We don't use grade meetings but parents' meetings in order to talk to parents because parents don't attend grade meetings at their school.

HOD 3 from school C was supported by T2D from focus group Y in saying that, as teachers, they usually write letters to parents informing them about classroom matters regarding their child. The researcher noted that not all schools use grade meetings to discuss or resolve behaviour and disciplinary matters with parents. Nevertheless, grade meetings seem to be a viable way of handling these issues with parents.

5.5.2 Parents meetings

When it is apparent that the teacher and the school have explored all the interventions at their disposal, in the case of a problem, the parents should be contacted. HOD 2 from school B emphasized:

The relationship between parents and teachers should always be on good terms so that they can be able to modify the behaviour of the learners both at school and at home.

T1E from focus group W elaborated:

Parents should also be encouraged to share the responsibility of the education of their children with the teachers.

It is essential to have parental support and cooperation in working effectively with a chronically misbehaving learner and parents may help in this regard. However, most of the time parents don't comply to parent meeting invitations; instead they come-up with excuses. Nevertheless, it is crucial that parents cooperate with teachers. This will need proper planning and good interpersonal relationship on the part of the teachers (Jones & Jones, 2013:136-137).

Whether a learner is disruptive or not, all parents have the right to be informed of their child's school progress, both behaviourally and academically, and this could happen at meetings with the parent body or with individual parents. In addition, parental support of the school has a major impact on the child's positive attitude to it. When the learner's parents feel good about the teacher and school, it is more likely that the learner will receive encouragement and be reinforced for appropriate school behaviour. Hence the support of parents, should be encouraged by the teachers (Jones & Jones, 2013:136-137). HOD 1 from school A commented:

During parents' meetings, parents must be informed about the changes that are taking place within the curriculum and be represented in the School Governing Body.

Some parents are not entirely familiar with the new terminologies that are used in the new curriculum, so are unable to help their children with their homework or with projects. Parents are expected to make some attempt to understand the new curriculum so as to assist their children with their school work. Some countries, such as the United States of America, use parents in schools as volunteers to assist with classroom management (Victorire, 2015:23). South Africa could learn from these practices, as it will decrease the poor co-operation between parents and schools. Teachers should educate the parents about the curriculum changes and

development at school and should encourage them to ensure that their children attend school regularly. Teachers should also persuade the parents to help and encourage learners to be committed to school (Jones & Jones, 2013:136-137).

Another way of personally contacting parents is organizing home visits, particularly with parents who tend to resist visiting the school. This is no longer common practice because of the concerns about teachers' safety. However, home-visits permits the teacher to give information to the parents about the child's performance at school. The teacher may decide to only visit parents who did not attend the grade meetings. Visiting a learner's home further gives the teacher insight into the family environment (Jones & Jones, 2013:136-137), which helps the teacher to better understand the child's behaviour. T3B from focus group Y highlighted this aspect by stating:

It is very important that teachers provide home visits for their learners so that they may have sufficient knowledge about learners' home background.

5.5.3 Making use of classroom rules

According to Canter and Canter's Assertive Classroom Management Model, learners react positively to a fair and well-thought-out rule system which carries specified benefits or consequences depending on the learners' willingness to obey them (Paragraph 2.6.1.7).

Teaching and learning involve complex interactions under many conditions. Learning activities and learner involvement vary considerably, and rules of conduct can be used to govern learner actions. Rules are guidelines for acceptable behaviour, which allow for teaching and learning to take place. The aim of rules is to direct and organize the learning environment so as to ensure the quality and continuity of learning and teaching, and not simply to force control over learners (Van der Horst & McDonalds, 2001:105).

Learner involvement in selecting rules is mostly affected by the teacher's ideological perception. Most teachers don't allow learners to select classroom rules. They prefer to make the rules and present them to the learners. When analyzing the classroom rule policies of the various schools, the researcher thought that learners should be involved when selecting or

setting classroom rules, so that they know what is expected of them should they misbehave, as stated in the National Education Policy Act of 1996 (South Africa, 1996a: A-47). Some teachers discovered that learners comply to the rules if they were involved in creating them, along with taking the responsibility, should they be broken. Further, if learners are involved in identifying the rules, the teacher can exert different degrees of direction during the discussion about them (Van der Horst & McDonald, 2001:105).

The researcher discovered that most teachers involve learners in formulating the classroom rules. For instance, T2F from focus group W pointed out:

It is important to involve learners when setting classroom rules, so that you group them according to these rules.

T4D from focus group W elaborated:

I think classroom rules are effective because they are designed by the learners (them). So when they are designed by them, you throw it back to them if they misbehave. You can say: 'You said this, so you are doing something different from the rules. It gets to them if it's like that.

HOD 1 from school A stated:

We revise them (classroom rules) almost once a week or twice in the classroom and we also remind them that remember we agreed on this. I think an awareness of classroom rules it helps.

In addition, T2C from focus group X emphasized:

Classroom rules are very much effective like we said, if we design the classroom rules with them (learners). So if they contravene the rules, they know that this is what we said and they won't do it. So it's like rights and responsibilities. And then in controlling the class, they will assist you because you will keep on referring them to the classroom rules, and make

them know that this is the important document we are going to apply and practice it in class.

According to Edwards (2000:308-309), the rationale for any rule necessarily involves the protection of a teacher's right to teach, the learners' right to learn, and the learners' right to psychological and physical safety and property. When learners understand the purpose of rules, they are more likely to view them as reasonable and fair, thus increasing the likelihood of appropriate behaviour. According to the National Education Policy Act 27 of 1996, school policy, classroom rules and the code of conduct for teachers and learners, an educator should respect the dignity, beliefs, and right to privacy and confidentiality, so that learners can trust and confess to their teachers. Teachers' operations should, therefore, not infringe on the constitutional rights of the learners when the latter are disciplined (Paragraph 1.2.2). The main aim of the National Education Policy Act 27 of 1996, is to monitor and evaluate education through the publication and implementation of policy (Mda & Mothata, 2000:9). In order to establish a classroom that is conducive to learning, a management and organization plan needs to be in place. This plan must enforce effective procedures and rules which are constantly followed and which clearly outline the expectations regarding learner behaviour (Van der Horst & McDonald, 2001:105). To maintain discipline in the classroom the educator must design a classroom policy (Schulze & Dzivani, 2002: 119-130). A classroom policy which includes a code of conduct that clearly indicates expected behaviour creates a more positive learning environment and also leads to better discipline. It is the duty of the educator to ensure that the classroom policy corresponds with the school policy (Schulze & Dzivani, 2002: 119-130). Collaboration with learners ensures that they feel part of the policy. Learners are likely to abide by the policy if they took part in designing it, unlike a policy that is imposed on them by the educator. When designing a classroom policy, the educator should guide the learners to ensure that rules are clearly followed and are reasonable (Van der Horst & McDonald, 2001:105). It is important to give clear instruction to the learners about misconduct or what is expected of them if they misbehave. Showing learners that you have confidence in them makes them perceive classroom management as their responsibility (Hansen, 2001:729-735) (Paragraph 3.3.5).

The participants often mentioned referring the learners back to the rules, which indicated to the researcher that they made good use of this aspect of discipline and in many instances learners

helped to establish the rules, which seemed to help the teachers in maintaining discipline. HOD 2 from school B stated:

If you involve learners when making rules, it is very important because they are also part of them. If they misbehave you can refer them back to the classroom rules. Like telling them that they must not forget we both made those rules. So let us try to follow these rules.

In addition, T3A from focus group Y stated:

When I teach in the classroom, I expect learners to be disciplined because we have classroom rules that must be followed by the learners and me too as a teacher, because when I prepare those classroom rules, I prepare them together with the learners and not the teacher alone.

When learners choose not to follow a classroom rule, they should experience the consequences. The development of appropriate consequences is as important, if not more important, than the development of the rules themselves. The type of consequences and how they are applied could make the difference between learners following the rules and respecting the teacher or not (Edwards, 2000:308-309). The researcher observed that some teachers do ensure that every rule has its consequences. For instance, T3E from focus Y pointed out:

I just want to highlight one of the classroom rules as mam indicated earlier, on that the class should have rules. One of them (classroom rules), is that the learners should or are supposed to do their homework. Sometimes you may find that some of them they do their work, but some they didn't finish their work. So normally what I do, sometimes they don't go for their lunch. Sometimes after school, they must do their homework.

T1D from focus group Z added:

Ok, first of all you encourage them every morning. Remind them about the classroom rules and the outcomes of behaviour (responsibilities). And normally because now they are so misbehaved, and they want to

behave well, so sometimes you let them go without cleaning. So they always look forward that they will have a shorter day. Maybe leave at two o'clock, so they behave better, knowing that if I misbehave I will be cleaning today.

Unfortunately, there are some teachers who give considerably more thought to designing rules than they do to the consequences. When the learners do not follow the rules, teachers have to react very quickly to discipline such learners, which can easily lead to the type of punishment which learners consider as unfair treatment (Levin & Nolan, 1991:135). Sometimes teachers also have the problem that rules are just not followed. For instance, T2E from focus group Z emphasized:

It also depends, like I said before. The little ones they respect the rules more than the older ones, and they even know their numbers, like rule number 6 is this and that, and they always respect it. Whereas the older ones, they know the rules but, what can I say, there is no consequences (responsibility). They don't follow them or obey them.

HOD 4 from school D objected:

It's just paper on the wall. Like when you try to instil classroom rules but they will still do what it's not supposed to be done in class. Like no eating in class, no noise. Classroom rules are there but they don't follow them. They are just there on the wall but not effective. You know, I formulate them with learners when they come in. You read those classroom rules with them but you find that they are eating in class. No fighting in class. They don't follow the rules. They don't at all!

Furthermore, T4B from focus group Z elaborated:

You find that the teacher tries to maintain the classroom rules and stick to them at the beginning of the year. But in the long run, you find that they are no longer following the routine (learners).

The researcher inferred that it was necessary for teachers to stick to both rules and consequences for this system to work. Learners need to know the consequences of breaking the rules. If a learner has broken the rule, automatically that learner will suffer the consequences of that rule (Edwards, 2000:308-309). Further, the researcher observed that there were teachers who effectively reinforced the classroom rules by giving learners rule reminders as a way of controlling and managing the classroom, according to Lee and Marlene Canter's model of Discipline through Assertive Tactics (Paragraph 2.6.1.7). For instance, T1C from focus group Y stated:

Whenever a learner misbehaves, he or she should immediately be given a rule reminder.

Further, HOD 5 from school E emphasized:

If clear rules with explanations were established and learners were involved in the process, the teacher can use rule reminders when correcting misbehaviour

T2C from focus group X elaborated:

If learners become noisy while working on their own, rule reminders are very effective.

HOD 6 from school F stated:

Rule reminders help learners internalize behavioural control.

However, teachers must present learners with a list of rules that are fair, and realistic, and can be rationalized as necessary for appropriate classroom development (Van der Horst & McDonald, 2001:105).

T3F from school X used input from the learners to create classroom rules (see appendix H, statement 9). T4D from focus group W said that if the learners' behaviour is defiant, the teacher should demand that they comply with the classroom rules (see appendix H, statement 23). T1C

from focus group Y was seen during classroom observation to strictly enforce classroom rules to control learner behaviour (see appendix H, statement 21).

On the other hand, learners also need to know what will happen if they obey the rules. For instance, T1B from focus group X pointed out:

Teachers should have classroom rules. Explain to the learners what the rules are and the consequences of breaking the rules. I can also reward good behaviour.

Rewards and incentives should be established to influence learners to obey the rules (Edwards, 2000:308-309). In general, the researcher also came to the conclusion that positive discipline is enhanced through rewarding learners for their good conduct in obeying the classroom rules.

5.5.4 Reward good behaviour

According to Skinner's model, humans respond positively to reinforcements that satisfy their basic needs. In other words, external stimuli, such as rewards or verbal reinforcement, should be used by teachers in order to encourage learners' good behaviour (Paragraph 2.6.1.1). According to Wolfgang and Glickman's interventionist model, teachers believe that learners learn good behaviour primarily when behaviour is reinforced by rewards or punishments (Paragraph 3.3.7.1).

As previously stated, both rewards and penalties need to be identified relative to the rules. Rewards may include reinforcers of a *social nature*, like written and verbal comments (excellent or good work) from a teacher and non-verbal facial or bodily expressions (nodding or smiling), and non-verbal proximity (sitting, standing or walking near the person). There are also non-verbal physical contact rewards (hugging, patting the back or shoulder), activities like being selected to be a classroom helper, erasing what is on the chalk board or collecting papers and materials. This is not to forget the privileges, like playing a game, reading for pleasure or working at the computer. There could be tangible reinforcers like bookmarkers, certificates or posters, and token reinforcers such as points, stars or tickets. Learners need to be informed that these rewards will be obtained if they comply with the rules (Edwards, 2000:308-309).

The researcher observed that most teachers during classroom observation rewarded the learners with incentives in order to stimulate positive behaviour and to help manage the classroom (see appendix H, statement 5). During an interview, HOD 1 from school A elaborated on how learners are rewarded:

In most of the cases we reward learners by applauding or give gratitudes to those who are doing right and award them. Because we normally get oranges and fruits from the feeding scheme, the extra ones we only give them to those who behave well. Even verbal re-enforcement also works. However, when it comes to rewards, we don't do that all week because the reward system will be boring for them. You plan for it. In that way I think they will be motivated.

In addition, T3F from focus group X said:

We have top-ten learners whereby each grade for highest performance they get certificates. What I usually do in my class, I also make a top-ten list in my class, not for the whole grade, where they get badges and certificates. Then I also get these learners who are not top-ten achievers but they improve. You know in class we have learners who always want to help the teacher. So I let those learners to help me then reward them. Then another one is the learner who is always at school and doesn't get absent, and also the learner who doesn't disrupt the class, who behaves good.

The researcher noticed that some teachers applied non-verbal physical contact reinforcement in order to promote good behaviour. T4C from focus group Z was seen during classroom observation to reward learners for good behaviour in the classroom by patting them on the back (see appendix H, statement 5). HOD 2 from school B elaborated:

Every child needs to be rewarded, whether verbally or non-verbally. You know by hugging or patting learners at the back, it means a lot to them. Normally I have chart in my class where I put stickers for a good reward.

For a good behaviour rather. In fact, by putting a sticker it encourages them. Even those who behave bad are positively motivated

The researcher also observed that some teachers applied non-verbal facial or bodily expressions as reinforcers in order to promote good behaviour. T1A from focus group W strongly limits learner chatter in the classroom by using gestures (see appendix H, statement 3). T1F from focus group Z verified this:

Sometimes the teacher can ignore minor misbehaviour, for instance when learners are talking as the teacher is presenting the lesson and stop talking immediately when they see the teacher looking at them.

The researcher observed that most teachers applied social reinforcers in order to promote good behaviour. He noticed that T3D from focus group X rewarded the learners for good behaviour in the classroom by giving them merits (see appendix H, statement 5). HOD 5 from school E elaborated:

I always reward learners by praising the good discipline or behaviour. Appraising them and merit them. And by giving them some sort of certificates, to motivate them. Because now it will encourage them to continue on doing good things or to copy from others or there will be a competition that one was awarded twice, I also want this award. However, we do that mostly at the end of the year. In most of the time they improve because they will see that by doing good things there is an award. So they will improve their behaviour. At least it's an acknowledgement.

The researcher also observed that certain teachers applied verbal and written expressions as reinforcers in order to promote good behaviour. HOD 6 from school F said:

I am rewarding good behaviour and also positive comments if the learner has performed well. Let me say the learner was misbehaving and now he is behaving good, you have to utter those positive words like good, wonderful, excellent, or that's very good, Thomas. I mean if a learner

can be able to know that if I do right, I am able to please my teacher, because of that external stimuli or reward, it might motivate that learner to continue the same behaviour.

Learners pay better attention in a positive learning environment. One of the best ways to achieve this is responding positively to their efforts. Encouraging, positive statements are vital, and learners can easily be motivated to behave well through positive reinforcement (Edwards, 2000:308-309).

5.5.5 Instil positive morals and values

Knowledge of values, norms and customs provides a valuable framework for teachers involved in the planning and presentation of lessons. HOD 4 from school D stressed:

Teachers should ensure that they instil positive values and morals to learners as part of the learning content.

T3D from focus group X elaborated:

Teachers should continuously instil moral values such as honesty, hard work and persistence in learners.

According to Kohlberg's model (Kohlberg, 1984:232-263), people progress through stages of moral reasoning, with each stage requiring more complex reasoning. Individuals in the pre-conventional morality level behave primarily according to consequences of behaviour. Then at the post-conventional morality level, individuals accept laws of social expectations, which help them to control their behaviour. Kohlberg (1984:232-263) emphasizes that on the post-conventional morality level, behavioural decisions are more abstract, and may be based on principles like human rights and personal beliefs about right and wrong. Kohlberg believes that individuals learn self-discipline as they move through the moral stages and develop better reasoning skills that help them to act responsibly (Paragraph 2.6.1.3). Staff was aware of the importance of instilling morals and values to promote discipline in a positive way, but the researcher is not sure that they had the knowledge to do this in the best way.

In its broad sense, morality revolves around the notions of right and wrong, good and bad or proper and improper (Englander, 1986:126-137). In general, ‘moral’ refers to people’s needs to do the right thing. It is morally wrong to steal, lie, bully, molest, deceive, cheat, use drugs, beat somebody up, and so on. The main reason we have laws is to ensure that people live moral lives. Hence the moral development of learners is a fundamental pursuit in education. It is taught in all subjects across the curriculum (Englander, 1986:126-137).

5.5.6 Problem-solving approach

According to Coloroso (2002:101, discipline can be very effective for learners because when teachers show learners what they have done wrong and then help them to solve their problems, the learners’ dignity will remain intact and they will develop responsibility and inner discipline. Coloroso believes that, in so doing, learners will be encouraged to deal with problems in a mature manner that will help them to be responsible, disciplined citizens (Charles, 2007:25-40). The most important point in Coloroso’s model is that learners are able to develop responsibility through problem-solving rather than by punishment (Paragraph 2.6.3.4). Moreover, according to Alfie Kohn’s model, classrooms should be supportive communities that encourage learners to learn in a meaningful way that promotes problem-solving and taking perspective. Kohn proposes that teachers should allow their learners to learn about what interests them the most (Paragraph 2.6.3.5). He believes that learning should be made meaningful for the learners so that they can feel free to make mistakes and learn from them. Kohn also proposes that classroom discipline should focus on helping learners become caring, responsible problem-solvers who make wise decisions (Paragraph 2.6.3.5). The most important point about Kohn’s model is that learners learn how to be responsible citizens who are capable of solving problems by themselves (Paragraph 2.6.3.5).

The researcher observed that some teachers know how to help learners apply the problem-solving approach. HOD 4 from school D emphasized this:

Problem solving approach involves: one to identify the problem, two, what is the cause of the problem, three, agree that the problem is practical and that the problem can be resolved, four, then you evaluate or assess the situation.

T3A from focus group Y was observed using collaborative learning to explore questions in the classroom, which assists in teaching learners problem solving (see appendix H, statement 4). T1E from focus group W was also seen during classroom observation to be using inquiry-based learning in the classroom (see appendix H, statement 14). T1F from focus group Z engaged the learners in active discussion about issues relating to real-world applications so that they could face up to challenges in life (see appendix H, statement 6). Using these approaches helps learners to become problem-solvers.

The most important aspect of the problem-solving approach is that it resolves the problem before it gets worse. However, the first step is to calm down the learners because of their aggressive behaviour and then help them to find out what the problem is and how it can be resolved. These professional capabilities are the basic minimum competencies that all teachers must possess if they are to solve problems, and they are considered prerequisites for appropriate classroom management (Edwards, 2000:308-309).

5.5.7 Extra homework and reading

The greatest challenge to achieving success in classroom management, is to ensure that all learners are committed to participate in the teaching and learning activities of the whole lesson. This may be possible if teachers provide learners with clear assignment instructions and procedures to be followed in executing the task and instructing them what to do once it is completed. This should be done before the learners even start working on the task. This will prevent incidents whereby learners try asking other learners what exactly has to be done. In other words, teachers must be proactive and minimize the chances of disruptive behaviour by closing up any possibility of idle time (Edwards, 2000:308-309).

According to Kounin's model, if learners think that teachers are aware of what is going on in the classroom, they are more likely not to misbehave. Teachers who instruct well and keep the learners interested and on-task are also implementing effective classroom management skills that leave little room for misbehaviour (Paragraph 2.6.1.4).

HOD 3 from school C stated:

I give them extra work. Sometimes I let them stay behind after school, just to do something. Like especially reading. Sometimes I keep them after school to do extra reading. We need to discipline these learners. Sometimes you need to tell them, what are you doing, because failing to tell them, they won't take that thing seriously.

The researcher observed that, rather than using other less positive techniques, the teacher may choose to show interest in the learner's work, thereby bringing the learner back on task. Asking the learner to place problems on the board is also effective. Whatever technique is chosen, it must be applied in a supportive way, in order to stimulate the interest of the learners during the learning process (Edwards, 2000:308-309). For instance, HOD 2 from school B said:

Extra home-work and reading should be given to learners who happen to finish the task before time so that they may not disturb other learners who are still busy with the given task.

The researcher observed T4A from focus group Z directing the learners' transition successfully from one learning activity to another (see appendix H, statement 16). According to Jacob Kounin's model, classroom management is influenced by teacher control. Learners concentrate in class and behave positively if the teacher gives engaging lessons with smooth transitions between interesting activities. According to Kounin, exciting lessons engage learners and keep them from misbehaving (Paragraph 2.6.1.4).

5.5.8 Open communication (Private talks)

Positive relationships between teachers and learners are affected by communication. Effective communication leads to caring interpersonal exchanges and the accomplishment of personal and academic goals. Teachers should be aware of the importance of communicating positive expectations to all the learners. How teachers communicate their expectations of learners' performance in the classroom is an important and well-documented aspect of teacher-learner relationships (Edwards, 308-309).

According to Ginott's model, learners' behaviour is greatly influenced by communication between the teacher and the learners. He emphasizes that the way in which a teacher

communicates with learners has a great influence on the way in which they react under specific circumstances. A private talk is the most valuable way of avoiding punishing learners who repeatedly misbehave. A private talk is when a teacher privately meets with one or more learners to discuss a discipline-related problem (Paragraph 2.6.1.5).

The researcher observed that most teachers apply private talks with the learners who are misbehaving in order to be able to manage the classroom. During an interview, HOD 2 from school B said:

We also need to correct the good and the bad behaviour in the right way. If the learner it is not good or behave very bad, you also need to communicate with them calmly and you need to find out why. You don't need to judge and fight with the learner and you don't need to communicate with that learner in the class where there is everyone. You need to call that learner aside and find out what is the problem. Why are you behaving like this?

HOD 1 from school A pointed out:

The sooner the learners know what is expected of them, and they ... and they know what to do, then they will keep quiet. Communication should be a two-way traffic. Because if there is no communication, learners will not know what is expected at them. Proper instructions that are given to the learners should be clearly interpreted to the learners' level of understanding.

When teachers effectively listen to learners, it makes them feel respected, accepted, important, and responsible for their own behaviour. A teacher could also help learners to make sense of their feelings and inner conflicts. The teacher should allow learners to talk without interruption while signalling acknowledgement (Edwards, 2000:308-309).

Paying attention to learners is more crucial than ever, because teachers share their classrooms with learners of different socio-cultural backgrounds. According to William Glasser (1998:596), learners' attempts to have someone listen to them is the source of nearly 95 percent

of disciplinary problems in school. Speaking of learner behaviour problems in schools, Glasser wrote, “I believe that frustration of the need for power, even more than the need for belonging, is at the core of today’s difficulties” (Glasser, 1998:596). Glasser noticed that there are three levels at which the learners’ needs for power to be involved in the classroom environment is satisfied. Firstly, learners prefer to respect someone who will listen to them. Secondly, someone should listen and accept the truthfulness of their concerns. The third and highest level involves an adult’s statement that the learner’s idea may be worth implementing (Jones & Jones, 2013:136-137). HOD 3 from school C emphasized:

Open communication, not between the teacher and the learner per say, but also the parents. Look as parents we don’t talk enough with our children. I sometimes tell my children, sometimes you need to be a friend to your mother or father. Sit down together, watch TV together. Discuss issues. Our children need to listen to us, we need to ask them what is that they like. So if we can have this sharing between us as educators and learners, then I think we will win the battle.

T3F from focus group X was seen during classroom observation to be engaging learners in active discussion about issues related to real-world applications, like career choice (see appendix H, statement 6). HOD 5 from school E argued that:

Communication between the teacher and the learners does not change or influence the child’s behaviour. Learners’ behaviour is greatly influenced by their parents. Their parents don’t do their work. They don’t discipline their children at home. So this thing emanates from home. They don’t discipline them at home.

Because of this, the researcher also noticed that a good relationship and open communication between teachers and parents about their children is very important in helping to discipline the class.

5.5.9 Non-verbal communication

Non-verbal communication may include deliberate *ignoring* (it is best used to control only the behaviours that cause little interference in teaching and learning); *signal interference* (it is used to communicate to the disruptive learner that their behaviour is not appropriate); *proximity control* (it is the teacher's presence near the disruptive learner to help the learner get back on track); and *touch control* (the teacher may place the hand on the learner's shoulder to communicate that they disapprove of the action and to get the learner on task (Jacobs *et al.*, 2011:117-342).

According to Jones's model (2000:250), the use of body language and an incentive system, as well as efficient individual help for learners assists in maintaining discipline in the classroom. He further indicates that good discipline is re-enforced by effective body language, like facial expression and gestures (Paragraph 2.6.3.1).

The researcher noticed that some teachers applied non-verbal communication in order to control learners' behaviour and maintain discipline in the classroom. For instance, T3C from focus group W stated:

I use non-verbal communication always. When I go to class, you stand there and you look at them, or you stare at them.

HOD 1 from school A corroborated:

Yes, like getting into class and being quiet. They will start concentrating, by telling each other to be quiet because of your presence".

T3A from focus group Y said:

Because when you talk it prolong the conversation between you and the learner while you are trying to discipline him. I just use my hands sometimes, and they know that I say that they must keep quiet and if things are okay, the learner has adapted to what I showed him or her. Like sometimes I just stand in front of the class and keep quiet.

T2D from focus group Y pointed out:

Just to look at them, maybe if you have already reprimanded them, then one of them is still talking, you just look at them and they keep quiet. Just by looking at them and they keep quiet. They become shy and stop whatever they are doing. It depends sometimes. Because when they see you approaching, they run and sit down. And then you just look at them and they are sitting down and take out their books and they keep quiet.

The researcher also observed that some teachers apply both non-verbal and verbal communication in order to control the learners' behaviour in the classroom. For instance, HOD 6 from school F emphasized:

It depends, not always. Sometimes you just enter the classroom without shouting and stand in front of them, then they will begin to look at you and sit down. Just stand and be serious. Looking at your facial expression, will tell them that I think what you are doing now is wrong. But it does not work always. That is why I say it depends. For instance, if I am quiet, but there are some learners ignoring this gesture, then I will switch on from being quiet and to go and talk to them.

In addition, T4F from focus group Y concurred:

It depends on the teacher. Some children are, they know a certain teacher. So when that teacher enters the classroom, they know they must keep quiet. Then the teacher enters the classroom and looks at them, then they keep quiet. Then some teacher may enter the classroom, but they will go on making noise. They ignore the teacher.

The researcher heard that some teachers were still applying corporal punishment to control learner behaviour and maintain discipline in the classroom. For instance, HOD 5 from school E argued:

Non-verbal communication does not work. So we don't use it, unless the stick! They won't keep quiet even if you stare or look at them. Is like as

if you acknowledge at what he or she is doing. So it's just the same. Whatever form of discipline you want to instil to this learners, it's not working. They will continue making noise until at times you bang the table. So it doesn't help.

However, T1A from focus group W argued:

In my class, non-verbal communication works! I just look at the child very serious, then the child will read between the lines that Mam now she doesn't like what I am doing. Then the child will keep quiet. They will keep quiet when you get into the class because they know you. But if you are just that teacher who don't care about them, they will keep quiet for that moment, and then they will start making noise again. Staring instead of shouting, is good to maintain classroom discipline in the classroom.

Jones (Jones, 2000:250) maintains that body language is the language of the emotions; therefore, 90% of good discipline depends on effective body language. He further states that misbehaviour typically occurs at a distance from the teacher, thus teachers should ensure that learners who are misbehaving sit in the front of the classroom (Paragraph 2.6.3.1).

T2B from focus group W was seen during classroom observation closely monitoring off-task behaviour during class communicating with body language, like standing next to the group that were making a noise (see appendix I, statement 19). Apart from gesturing to emphasize what they are saying, teachers also use gestures to maintain contact with the class and to order the flow of communication. Teachers would all do well to master the skill of moving confidently around the classroom (Cowley, 2009:147). They earn the respect of learners when they are self-confident. Therefore, to maintain control and order in the classroom, the teacher should, from time to time, move around the classroom, especially if certain learners become restless (Cowley, 2009:147). During classroom observations, the researcher noticed that teachers consciously varied their body language to control learner behaviour. He also observed that some do this better than others.

It is imperative to master the skill of body language as a teacher because it helps in controlling learner behaviour as well as in maintaining order and discipline in the classroom.

5.5.10 Corporal punishment

Reports by Morrell (1998:292) and Kubeka (2004:50-52) state that corporal punishment played a major role in South African schools during the twentieth century. Most South African teachers struggle to shift from a schooling system that previously supported corporal punishment and in which school discipline was traditionally more concerned with the punishment of bad behaviour rather than rewarding good behaviour (Laslett & Smith, 1984:35; Kubeka, 2004:50). Most teachers claim that there was little or no consultation on their opinions and recommendations when it came to banning corporal punishment (Gladwell, 1999:76; Grey, 1997:34; Witten, 1993:06) (Paragraph 2.2.2).

According to Kubeka (2004:50-52), most teachers believe that discipline cannot be maintained without corporal punishment. Corporal punishment is still applied by many teachers, who lack the necessary skills to discipline the learners effectively and are thus guilty of professional misconduct, according to the Department of Education (Paragraph 2.2.2). Most teachers struggle to find alternatives that will increase their sense of control over their learners; this causes them to suffer from stress and even consider leaving the teaching profession (Paragraph 2.3). The researcher heard that there were some teachers who are still applying corporal punishment in order to control learner behaviour and also maintain discipline in the classroom.

The argument by HOD 5 from school E pointed out:

I am not coping anymore. That is why I want to exit this profession. I don't cope. I am always stressed. They are stressing because they don't learn these children of our days. They don't learn. You try all the methods, all the strategies, but these learners don't learn. No improvement. Even their parents are not cooperative. Hence I am always stressed

In addition, HOD 1 from school A elaborated:

To be really honest with you, we are not coping. We are retrieving. We are giving up. We are in a hopeless situation actually. We can't cope actually. We have number of cases where teachers have crossed the

boundaries, saying nasty things or beating learners because they are stressed. We only realize that late, because we are emotional

T2B from focus group W clearly indicated to the researcher how challenging and complicated it is for some teachers struggling to discipline aggressive learners in the classroom unable to apply corporal punishment:

With regard to aggressive behaviour of learners, I just want to be honest, we are pushed to be aggressive also, some of us. You know shout or scream like 'hei I will punish you'! Just to be honest.

Some teachers also have the problem that the learners do not obey the rules, so they apply corporal punishment. For instance, T4A from focus group Z emphasized:

It also depends, like I said before. The little ones they respect the rules more than the older ones, and they even know their numbers, like rule number 6 is this and that, and they always respect it. Whereas the older ones, they know the rules but, what can I say, there is no consequences (responsibility). They don't follow them or obey them.

HOD 4 from school D was emotional, but clearly indicated to the researcher why some teachers still apply corporal punishment:

It's just paper on the wall. Like when you try to instil classroom rules but they will still do what it's not supposed to be done in class. Like no eating in class, no noise. Classroom rules are there but they don't follow them. They are just there on the wall but not effective. You know, I formulate them with learners when they come in. You read those classroom rules with them, but you find that they are eating in class. No fighting in class. They don't follow the rules. They don't at all!

T3F from focus group X elaborated:

You find that the teacher tries to maintain the classroom rules and stick to them at the beginning of the year. But in the long run, you find that they are no longer following the routine (learners).

The researcher also concluded that any form of communication is ineffective in changing learner behaviour between the teacher and the learner, so they prefer corporal punishment. For instance, HOD 5 from school E argued:

Non-verbal communication does not work. So we don't use it, unless the stick! They won't keep quiet even if you stare or look at them. Is like as if you acknowledge at what he or she is doing. So it's just the same. Whatever form of discipline you want to instil to this learners, it's not working. They will continue making noise until at times you bang the table. So it doesn't help".

Another challenge that forces some teachers to use corporal punishment is that most parents of learners who are misbehaving are not supportive when it comes to disciplining and positively communicating with their children at home (Paragraph 2.3).

This was indicated by HOD 5 from school E, who argued that:

Communication between the teacher and the learners does not change or influence the child's behaviour. Learners' behaviour is greatly influenced by their parents. Their parents don't do their work. They don't discipline their children at home. So this thing emanates from home. They don't discipline them at home.

This confirms Halford's (2006:16-18) argument that parents do not always respond positively when they receive reports that their children have been corrected for misbehaviour (Halford, 2006:16-18) (Paragraph 2.3). Schools do not receive 100% support from parents when it comes to the management of learner misbehaviour (Paragraph 2.3). Consequently, some educators still see corporal punishment as a necessary classroom tool.

However, teachers who are still applying corporal punishment are committing a crime (Morrell, 2001:140-157). In line with the requirements of section 12 of the Constitution, corporal

punishment has been banned in South African schools. Disciplinary strategies that school authorities and teachers apply to punish learners should not result in painful acts that could harm learners physically or emotionally (South Africa, 1996a: A-47). The former Minister of Education, Naledi Pandor (Department of Education: 2007: 6), acknowledged that corporal punishment is unfortunately still practised in many schools and emphasized that the use of corporal punishment directly violates the law. Moreover, educators who have never used corporal punishment to establish discipline do not face as many challenges as those who used to rely solely on corporal punishment (Department of Education: 2007:6) (Paragraph 2.3).

Currently a system that should promote the health and well-being of learners in schools is urgently needed (Gladwell, 1999:76; Pinnock, 1997:30). The essence of positive discipline in schools is understood as creating and maintaining a learning atmosphere in which teaching and learning are encouraged by inculcating respect for teachers, learners and school leaders (George, 1990:1-10) (Paragraph 2.2.2)

5.6 CONCLUSION

This chapter examined the main reasons for the lack of classroom discipline and management in the selected primary schools of the Gauteng East District, the strategies that they are currently implementing in order to maintain classroom discipline and management, and linking these to the possible approaches or theories of classroom discipline and management. The findings of this study revealed that most HODs and teachers are still unable to maintain effective classroom discipline and management. The interviews and observations indicate an urgent need for intervention from the Gauteng Department of Education in assisting HODs and teachers with the relevant strategies and positive approaches that they should implement in disciplining and managing learners in the classroom situation.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

Chapter 6 focuses on a summary of the literature study (Chapters 2 & 3) and the empirical investigation (Chapter 5), and presents the conclusions and recommendations of the study in the light of the research aim and objectives.

In Chapter 1, the researcher formulated the research problem (Paragraph 1.3) and highlighted the aim and objectives of the research (Paragraph 1.5). The research aim was to determine the relevant knowledge and skills required by teachers and HODs to implement and maintain sound classroom discipline as an alternative to corporal punishment in primary schools in the Gauteng East District.

The expected outcome of the study was to have arrived at the possible strategies that the teachers and HODs could adopt to maintain both effective classroom discipline and management in the light of the literature study and the empirical investigation. The sub-objectives derived from the main aim of the study (Paragraph 1.5) were specific and helped the researcher to focus on the study. The research aims and objectives were as follows:

The main aim of the study was to determine the relevant knowledge and skills required by teachers and HODs to implement and maintain sound classroom discipline as an alternative to corporal punishment in primary schools in the Gauteng East District.

In line with the above-mentioned aim, the following objectives were formulated:

- a) To identify and discuss the theoretical frameworks on behaviour modification and key models which inform classroom discipline and the use of positive alternatives to corporal punishment as presented in the research literature (Chapter 2);
- b) To expound the relationship between classroom management and classroom discipline as presented in the literature and determine how HODs and teachers as educational managers perceive and resolve classroom disciplinary challenges (Chapter 3);

- c) To explore how a purposively selected group of primary school HODs and teachers in the Gauteng East District view their experiences, skills and knowledge regarding classroom discipline and management in a post-corporal punishment era through a qualitative study using multiple techniques for data gathering (Chapter 4 and 5);
- d) To identify which strategies may be developed and employed by primary school teachers and HODs in the Gauteng East District in order to maintain effective classroom discipline and management (Chapters 2, 3 & 5);
- e) To make recommendations on the design and implementation of positive disciplinary measures in South African primary schools in the light of the post-corporal punishment era, based on the findings of the literature study and the qualitative inquiry (Chapter 6).

6.2 A SUMMARY OF THE LITERATURE RESEARCH ON THE ROLE OF TEACHERS AND HODs IN MAINTAINING CLASSROOM DISCIPLINE AND MANAGEMENT

The successful implementation of the disciplinary strategies discussed in the literature study requires the teachers and HODs to play a pivotal role in maintaining discipline and classroom management in primary schools. Aspects of the literature study that are important to this study are briefly summed up in the following paragraph.

6.2.1 Teachers as leaders in classroom discipline

6.2.1.1 Discipline models for use by teachers

First an overview of the earlier models is briefly presented below:

a. Discipline through influencing group behaviour: Fritz Redl and William Wattenberg

According to Redl and Wattenberg's model (Redl & Wattenberg, 1951:22), learners behave differently in a group setting than they do individually. Learners' behaviour is influenced by peer pressure and group dynamics. It is therefore vital that teachers are able to control and manage the whole group, and not just individuals (Paragraph 2.6.1.1 and 2.6.2.1).

b. Discipline through shaping desired behaviour: B.F Skinner

According to B.F Skinner's model (Skinner, 1971:40-54), one's environmental living conditions determine one's behavioural choices. Humans respond positively to reinforcements that meet their basic needs. Therefore, teachers should use external stimuli such as verbal reinforcement or rewards to encourage desired behaviours in learners (Paragraph 2.6.1.2 and 2.6.2.2).

c. Stages of moral development: Lawrence Kohlberg

Kohlberg (Kohlberg, 1984:232-263) posits that self-discipline is learned as learners move through the moral stages of development while developing more advanced reasoning skills which will enable them to act responsibly. First, learners behave well so as to avoid discipline or punishment. Then, as they grow and become more mature, they start to appreciate the importance of rules and grow used to them. Eventually, they develop higher reasoning skills, which ultimately guide them in making moral decisions (Paragraph 2.6.1.3).

d. Discipline through lesson management: Jacob Kounin

According to Jacob Kounin's model (Kounin, 1970:165), classroom management is influenced by teacher control. Learners will concentrate in class and behave positively if the teacher gives engaging lessons with smooth transitions between interesting activities. According to Kounin, exciting lessons would engage the learners and keep them from misbehaving. The teacher should be aware of everything that is going on in the classroom and be in control, which would encourage the learners to behave positively ('withitness') (Paragraph 2.6.1.4 and 2.6.2.4).

e. Discipline through congruent communication: Haim Ginott

According to Ginott's model (Ginott, 1972:13), learners' behaviour is greatly influenced by communication between the teacher and learners. He points out that the way in which a teacher communicates with learners influences their reactions under specific circumstances (Paragraph 2.6.1.5 and 2.6.2.3).

f. Discipline through democratic teaching: Rudolf Dreikurs

According to Dreikurs (1968:153), discipline can be established in the classroom through democratic teaching which encourages learners to be responsible for their actions and good decisions (Paragraph 2.6.1.6).

g. Discipline through assertive tactics: Lee and Marlene Canter

According to the Canter's model (Canter & Canter, 1992:57-61), it is the learners who should choose to conduct themselves properly or improperly. Lee and Marlene Canter emphasize that, regardless of how learners choose to behave, they are also expected to obey the rules so that they can be taught without interruption. Teachers should intervene and deal with misbehaviour in a calm, consistent manner that has consequences for learners who break the rules (Paragraph 2.6.1.7).

h. Discipline through inner self-control: Thomas Gordon

According to Thomas Gordon's model (Gordon, 1991:258), behaviour is shaped by relationships with others. Gordon believes that healthy relationships help to solve problems and encourage learners to manage their own behaviour. Gordon emphasizes that teachers should teach learners coping mechanisms for controlling their emotions, because this would promote learner responsibility and encourage them to exercise inner self-control as they deal with their own behaviour. This would promote self-control (Paragraph 2.6.1.8).

Second, an overview of the recent models discussed in Chapter 2 is briefly presented below:

i. Positive discipline model: Fredrick Jones

Jones's model (Jones, 2000:250) of a positive discipline training program recognises that there is no single method of dealing with classroom discipline. Emphasis is placed on the fact that classroom situations differ and therefore require different approaches. Jones accepts that each model contributes in some way to increasing learners' productivity and minimizing classroom disruption. Jones suggests using body language, including facial expression, posture, signals and gestures, and eye contact to maintain classroom discipline (Paragraph 2.6.3.1).

j. Discipline with dignity: Curwin and Mendler

Curwin and Mendler (Curwin and Mendler, 2008:119) suggest improving classroom behaviour by maximizing learners' hope and dignity. According to their model, it is the teacher's responsibility to ensure that learners learn and behave appropriately and responsibly. When a learner is not treated with dignity, they lose motivation, become resistant and harbour a desire for revenge. Three dimensions of classroom discipline have been set out, namely prevention, action and resolution (which means that the teacher should first prevent the problem, then take positive action against it, and then offer a solution to the problem) (Paragraph 2.6.3.2).

k. Discipline guided by choice: William Glasser

William Glasser (Glasser, 1998: 596) believes that learners' behaviour is guided by the learners' choice. According to Glasser's model, teachers cannot control learners' behaviour, but they can influence them to do things that lead to improvement. Glasser believes in non-coercive discipline, whereby the teacher helps learners to make choices that lead to success and fulfilment (Paragraph 2.6.3.3).

l. Responsibility and inner discipline: Barbara Coloroso

According to Coloroso's model (Coloroso, 2002:101), learners learn to conduct themselves in an acceptable manner through opportunities in which they can make decisions and deal with the outcomes of those decisions. She emphasizes that this promotes learners' responsibility and self-control. According to Coloroso, discipline can be very effective for learners because when teachers show learners what they have done wrong and help them to solve their problems, the learners' dignity remains intact and they develop responsibility and inner discipline (Paragraph 2.6.3.4).

m. Beyond discipline: Alfie Kohn

According to Alfie Kohn's model (Kohn, 2001:251), classrooms should be supportive communities that encourage learners to learn in a meaningful way that promotes problem-solving and perspective-taking. Kohn proposes that teachers should allow their learners to learn

about what interests them the most. He believes that learners should feel free to make mistakes and learn from them (Paragraph 2.6.3.5).

n. Three phases of discipline model: Wolfgang

According to Wolfgang (Wolfgang, 2001:4), classroom discipline can be effective if teachers progress through the following three phases: Relationship-Listening (RL), Confronting-Contracting (CC) and Rules-Consequences (RC).

1) Relationship-Listening (RL)

Based on the notion that a learner's behaviour is formed by inner forces and the learner can change his/her behaviour. This model involves minimal use of teacher power and control.

2) Confronting-Contracting (CC)

Based on the notion that a child develops from the interaction of inner and outer forces. This model involves moderate levels of teacher power and control.

3) Rules and Consequences (RC)

Based on the notion that the child develops as a result of external conditioning. This model involves high levels of teacher power and control.

Wolfgang (Wolfgang, 2001:4) states that as much as children cannot all be disciplined in the same way, the same applies to teachers. They cannot be pressurised to apply one strategy to execute discipline. The type of discipline model a teacher chooses to administer, might depend on his/her personal experience in the classroom and personality. Wolfgang (Wolfgang, 2001:4) further confirms that teachers should construct their own model of discipline, depending on the leadership and management they are willing to execute when creating boundaries (Paragraph 2.6.3.6).

6.2.1.2 Alternative strategies for classroom discipline

Paragraph 2.3 discussed how the South African Schools Act No 24 of 1996 makes it clear that corporal punishment may no longer be used in public and independent schools as a means of punishment. Moreover, in paragraph 1.2.4, it was discussed how after corporal punishment was banned, the former Minister of Education, Professor Sibusiso Bengu, released a comprehensive document titled “Alternatives to corporal punishment”. Disciplinary procedures that should be applied in South African schools are documented clearly in that document for different school levels.

In the light of the protection of the rights of children and the negative effects of corporal punishment, teachers are required to apply alternative measures instead of using corporal punishment. Moreover, teachers should work jointly on the application of disciplinary measures. Cooperative discipline is recommended as a positive way of disciplining learners today because it is supportive and, most importantly, is a safe strategy to apply. The main goal of cooperative discipline is to encourage and support learners in making smart choices and developing good behaviour. However, to achieve these goals requires teamwork on the part of the teachers, learners, administrators and parents (Paragraph 1.2.4). In paragraph 2.7, Glasser (Glasser, 1998: 596) emphasizes that, in the past, teachers did not have specific disciplinary programs. Curwin and Mendler refer to the past models as the “obedience models”, since they are based on teachers gaining power over learners through punishment and intimidation. Currently, teachers are trying to keep learners in school and find ways to establish quiet and good behaviour. Teachers today know that the obedience model is effective with only about 50% of learners. It is also not brain-compatible with changing the negative behaviour and useful in building emotional intelligence. De Bruyn (De Bruyn *et al.*, 2010:543-566) suggest that all classroom discipline programs should include three teacher actions (Paragraph 2.7).

First, provision should be made for teaching learners self-discipline processes. Second, learners should know in advance what teachers expect of them in terms of both schoolwork and behaviour. Third, the teacher should make sure that the learners understand the expectations for different learning situations, e.g., individual work vs group work (Paragraph 2.7).

An overview of various disciplinary models should help teachers select and use the models that match their own philosophy and that produce the outcomes they desire. According to Grossman

and Roos (Grossman & Roos, 1991:83-89), such models can be classified as follows: Environmental, Personal, Behavioural and Social (Paragraph 2.7). In paragraph 2.7.1, the discussion focused on the fact that environmental classification holds that behaviour can be partially explained by analyzing the variables in the classroom setting. In paragraph 2.7.3, it was pointed out that the behavioural strategy emphasises two general processes. The first is operant conditioning, which underlines the role of reinforcement. The second is counter conditioning, which presents ways of substituting an adaptive for a maladaptive response. Then, in paragraph 2.7.4, pertaining to social classification, it was considered whether children are always able to understand the culture and values of the society in which they live. Therefore, social classification entails helping people develop the skills they need to function in the wider society.

It is very important for teachers to apply the models of discipline in order to change the learners' misbehaviour because each of them has a significant role to play in education. It depends on the teacher to decide which model suits best for changing the learners' behaviour (Paragraph 2.7).

6.2.2 Teachers as leaders in classroom management

6.2.2.1 Management models used by teachers

In Chapter 3, models of control were introduced by Wolfgang and Glickman (Wolfgang and Glickman, 1995:279-301), who propose three models of classroom interaction and discipline (Paragraph 3.3.7.1).

a) Interventionist model

Teachers following an interventionist model believe that learners learn good behaviour primarily when it is reinforced by rewards or punishments. Consequently, they exercise a high degree of control over classroom activities (Paragraph 3.3.7.1). Skinner's model of discipline through shaping the desired behaviour (Paragraph 2.6.1.2) is an example of the interventionist model.

b) Non-interventionist model

Non-interventionist teachers believe that learners have an inner drive that seeks its meaning in the real world. As a result, learners should be allowed to practise significant influence within the classroom and teachers should be less involved in modifying learner behaviour (Paragraph 3.3.7.1). Coloroso's model of responsibility and inner discipline (Coloroso, 2002:101) is an example of the non-interventionist model (Paragraph 2.6.3.4).

c) Inter-actionalist model

Inter-actionalists believe that learners learn to behave well by engaging with the outside world of objects and people. Interactionalists thus suggest that learners and teachers share equal responsibility for classroom management (Paragraph 3.3.7.1).

Wolfgang and Glickman (Wolfgang and Glickman, 1995:279-301) believe that teachers act according to all three models of management and discipline, but that one model usually prevails in their actions and beliefs. Teachers alternate the exercise of power and control between learner and teacher (Paragraph 3.3.7.1). Dreikurs's model of discipline through democratic teaching (Paragraph 2.6.1.6) is an example of the inter-actionalist model.

6.2.2.2 Alternative strategies for classroom management

The following classroom management functions, that is, Planning (Paragraph 3.3.1), Organizing (Paragraph 3.3.2), Leadership (Paragraph 3.3.3), Policy-making (Paragraph 3.3.4), Classroom climate (Paragraph 3.3.5) and Classroom control (Paragraph 3.3.6), are expounded in the light of their role in enhancing classroom discipline. The discussion highlights what teachers should do to establish and maintain a good working environment in the classroom in which order and cooperation are nurtured.

a. Planning

Most specialists in education regard classroom planning as the first and most important management activity. Every purposeful activity in the classroom should be based on thorough pre-planning. This also forms the basis for making better use of the available time, resources

and opportunities. Kruger and Van Schalkwyk (Kruger & Van Schalkwyk, 1997:119) see the planning process as consisting of the following aspects: formulating objectives (what has to be achieved), formulating policy (which guidelines, principles or programs should be adhered to in order to achieve these objectives), collecting information (which information is needed), analyzing information (which information should be applied), making decisions (the implementation of the relevant information), and planning the lesson (Paragraph 3.3.1).

b. Organizing

Organizing means to give orderly structure to the dynamic interaction between learners and teachers in the classroom. It involves, among other things, assigning certain duties and responsibilities, and the systematic completion of tasks in order to attain set and collective goals (Paragraph 3.3.2).

According to Kruger and Van Schalkwyk (1997:119), organizing consists of the following: determining, analyzing and systematizing different tasks; allocating duties and responsibilities (delegation); establishing channels of communication; forming relationships; and announcing arrangements. Teachers should involve their learners in the classroom organization as often and as meaningfully as possible, in order to manage their classroom successfully and reduce disciplinary problems. Learners may, for instance, be encouraged to take part in organizing physical lay-out, decorating or classroom routines (Paragraph 3.3.2).

c. Leadership

According to Mumford, Campion and Morgeson (2007: 154-166), leadership comprises the power to influence the behaviour and timing of others in order to achieve mutually desired objectives. Gray and Starke (Paragraph 3.3.3) emphasize that the process of leadership involves the use of non-coercive influence to direct and co-ordinate the activities of the members of an organized group towards the accomplishment of group objectives. The vision and communication of the vision of leadership refers to the integrated and dynamic application of the facilitator's abilities in an authoritative manner, which convinces, inspires, binds and directs followers to achieve common goals (Paragraph 3.3.3). Teachers as leaders should employ different leadership styles in classroom management and communicate their leadership vision to reduce disciplinary problems and to inspire and motivate learners (Paragraph 3.3.3).

d. Classroom climate

The teacher as leader and manager in the classroom plays a crucial role in establishing a healthy classroom climate. This climate requires the teacher's knowledge of the following factors: an understanding of the economic and cultural background of the learners; their religious beliefs; their home environment; and their neighbourhood environment. Further, teachers' attitudes to the learners should be positive and they should attempt to understand the learners' viewpoints and whatever might be affecting their behaviour (Paragraph 3.3.4).

e. Policy-making

Policy-making is a central component of school and classroom management. To maintain discipline in the classroom the educator should design a classroom policy (Paragraph 3.3.5). A classroom policy including a code of conduct that plainly stipulates expected behaviour allows for a more positive learning environment and leads to more effective discipline. It is the educator's responsibility to ensure that the classroom policy adheres to the school policy (Paragraph 3.3.5).

f. Classroom control

Control, as a managerial function, has a direct relation to learner discipline. Many varied strategies are suggested in achieving and maintaining control in the classroom (Paragraph 3.3.6). If teachers are to maintain proper classroom control, they have to provide a sympathetic classroom environment. They have to ensure that proper respect for authority is achieved and maintained in their classrooms, as well as making sure that learners' interests, ideals and skills are developed; lastly, teachers should be approachable and friendly (Paragraph 3.3.6). They should achieve some kind of equilibrium in the classroom. They need a noticeable physical classroom presence, while still focusing on getting learners to self-impose norms. The main aim is for the learners to develop appropriate behaviour through self-discipline rather than through threat of punishment (Paragraph 3.3.6).

6.3 FACTORS THAT IMPACT ON THE LACK OF CLASSROOM DISCIPLINE AMONG LEARNERS IN PRIMARY SCHOOLS IN THE GAUTENG EAST DISTRICT

The main findings of the study regarding the research question, *What factors impact on the lack of classroom discipline among learners in primary schools in the Gauteng East District?* (Paragraph 1.4, 4.2 and 5.1) indicated that the following factors are relevant: overcrowding, poor classroom attendance, home background, lack of parental involvement, discrimination against learners, peer pressure, lack of learner motivation, lack of differentiation of tasks and poor infrastructure.

6.3.1 Overcrowding

The researcher asked the teachers: “What are the main causes of poor classroom discipline at your school?” The findings on poor classroom discipline showed that it is, for the most part, caused by overcrowding. All the participants explained that managing discipline and learners’ work in an overcrowded classroom is a challenge for teachers. There are challenges in dealing with group work as well because of the number of learners in the classroom. Another factor related to overcrowding is that it is difficult to create an environment conducive to good discipline because the teacher has to provide for so many children of different ages and abilities (Paragraph 5.3.1).

6.3.2 Poor classroom attendance

Learners’ desire to learn is decreased when teachers are frequently absent from school. Learners’ time is wasted because appropriate substitute teachers are not always available. Many teachers do not attend classes during teaching time and that also results in poor classroom discipline. If learners are left to their own devices they are likely to become involved in mischief (Paragraph 5.3.2).

6.3.3 Home background

Home background also has an effect on learner discipline. Educators have long recognized the significant influence of a child’s home life on their behaviour as well as on their academic

progress. The researcher found many examples of a lack of discipline among learners in Gauteng East schools that arose due to family problems (Paragraph 5.3.3).

6.3.4 Lack of parental involvement

It is of vital importance that parents are committed to school matters, so that they can help the teachers whenever possible, especially with learner discipline. It was evident that the lack of parental involvement impacted negatively on learners' performance. The responses by the participants corroborated this impression (Paragraph 5.3.4).

6.3.5 Discrimination against learners

The study showed that education for diversity should equip learners, parents and teachers with the tools needed for finding ways of building a school that respects human rights and values equally for all (Paragraph 5.3.5).

6.3.6 Peer pressure

Peer pressure is another contributor to the lack of discipline, as learners experience an intense desire to belong and their social development indicates that negative peer pressure can also emanate from friends outside the school environment. The participants' responses demonstrated the importance of teachers being able to handle and understand the phenomenon of peer pressure in relation to the disciplinary problems it causes (Paragraph 5.3.6).

6.3.7 Lack of learner motivation

The study showed that some teachers actually do not motivate learners in a positive way, thereby promoting negative behaviour in the classroom (Paragraph 5.3.7). Hence, Kianipour and Hoseini (Paragraph 5.3.7) contend that when learners are not intrinsically motivated, they behave undesirably. If learning is no fun and they do not know the purpose of learning and teaching, they will likely demonstrate a lack of discipline (Paragraph 5.3.7). Positive learner behaviour may be reinforced through verbal praise and public recognition (Paragraph 5.3.7).

6.3.8 Lack of differentiation of tasks

In education, differentiation basically means tailoring one's teaching to meet a specific learner's needs and accommodate the way they learn. The teachers indicated that there is not enough time for differentiation in overcrowded classrooms because there are too many learners. There is no time to monitor activities and complete tasks. The differentiation of tasks could assist in preventing certain disciplinary problems, thereby promoting positive as opposed to reactive discipline. The study showed that some teachers do most of the talking and stand in front of the class to teach. They said that it was difficult to give the learners individual attention. They also indicated that it was difficult to know every single learner's situation (Paragraph 5.3.8).

6.3.9 Poor infrastructure

Infrastructure is an integral component of the learning and teaching context. The lack of electricity, for instance, renders the virtues of information technology obsolete. Inadequate resources is a crucial factor in education since it negatively impacts classroom teaching and learning processes. Proper infrastructure essentially allows for a positive classroom climate, which has a substantial and direct impact on the performance of learners and teachers, and on discipline (Paragraph 5.3.9).

6.4 FACTORS THAT HAVE AN IMPACT ON THE LACK OF CLASSROOM MANAGEMENT AMONG TEACHERS IN PRIMARY SCHOOLS IN THE GAUTENG EAST DISTRICT

The main findings of the study regarding the research question, *What factors impact on the lack of classroom management in primary schools in the Gauteng East District?* (Paragraph 1.4, 4.2 and 5.1) are that the following are relevant: Poor planning (lesson planning), classroom control, classroom rules, classroom organization, lack of resources, lack of support from the SMT, classroom climate (leadership), stress management, and conflict management.

6.4.1 Poor planning (lesson planning)

The study showed that good lesson planning and the wise selection of instructional media are prerequisites for the smooth running of teaching-learning activities. Findings on poor classroom management show that this is caused mostly by poor planning and preparation by the teachers. The study showed that some teachers customarily go to their classrooms unprepared, which is a significant problem. The researcher came to the conclusion that, in such classrooms, learners misbehave. The best way of achieving a well-managed classroom is through advanced planning. This prevents delays and distractions that could lead to disruption of the class proceedings, thereby increasing the time spent on disciplinary interventions. In general, the researcher found from the responses that planning lessons well is absolutely essential to good classroom management and that, if this is not done, disciplinary problems arise (Paragraph 5.4.1).

6.4.2 Classroom control

Jacob Kounin's classic study of orderly and disorderly classrooms (Kounin, 1970:165) supports the belief that effective managers know what is going on in the classroom. Kounin called this ability 'withitness', or the state of being aware of what is going on in the classroom and alert the learners accordingly (Paragraph 2.6.1.4). Teachers should be consistent in their approach to classroom management in order to promote control in the classroom. The study also showed that it was essential for teachers as a team to support certain measures in promoting control of the learners in their classes. Even controlling learners' movement between periods needs a team effort to control their behaviour and that impacts on classroom management. The participants' responses showed that classroom control by individual teachers needs to be effective, and that teachers as a team ought to work together to improve their control of the learners in and outside the class (Paragraph 5.4.2).

6.4.3 Classroom rules

The first thing a teacher should do when starting with new learners in a new school year is to discuss classroom rules. The study showed that rules of conduct can be used to govern learners' actions. Rules are directions for acceptable behaviours, so that conducive teaching and learning can occur. The goal of rules is to prepare the learning atmosphere to be conducive for teaching

and learning. Many teachers do not incorporate learners' choice in the setting of rules, preferring to present the rules themselves and discussing their rationale. Other teachers have found that learners display greater commitment and are more likely to follow the rules if they helped to formulate the rules and the consequences of breaking them. The researcher supports the practice of involving learners in setting classroom rules because that makes them responsible for their own actions (Paragraph 5.4.3).

6.4.4 Classroom organization

Classroom organization can have an effect on classroom management. The first concern of a teacher is to organize how learners should be seated in the classroom. No matter what kind of seating arrangement is preferred, it should provide enough space for different learning activities to take place. Seating is planned so that the teacher can easily reach any learner in the class without disturbing other learners. Appropriate placing helps the classroom to reflect the excitement and variety of the learning that is occurring. The onus is on the teacher to plan for such arrangements and to ensure that all the learners in the classroom are being treated the same.

If the classroom is organized, the learners' attention is stimulated and they focus on the teaching and learning process. The researcher considers that organizing the classroom environment and classroom routines promotes discipline in the classroom (Paragraph 5.4.4).

6.4.5 Lack of resources

Learners should be shown the value of consulting various textbooks, the internet and other sources before coming to conclusions about the content they are learning about. They should be taught that the teacher is not the only source of knowledge. This would make teaching and learning interesting. Learning meaningful concepts is connected to the methods the teacher uses to introduce aspects of reality to the learners. Learners' perception and mastery of content are improved with direct observation through the senses. If the school lacks resources, direct observation through the senses of perception does not improve. Further, meaningful learning and mastery of content by learners is disturbed. Lack of resources and school facilities has a serious impact on classroom management. The researcher noticed that the lack of resources was a major problem in most of the schools and this affected teaching and learning. The

teachers indicated that the lessons could not be interesting and exciting owing to the lack of resources, and those that were available were insufficient so the learners were forced to share (Paragraph 5.4.5).

According to Glasser's model of Choice Theory, it is the teacher's duty to plan and arrange the learning environment in the best way possible to meet the learners' needs and to intervene appropriately to establish the required behaviour (Paragraph 2.6.3.3). The researcher agreed with the participants that adequate resources have the potential to improve classroom management. However, without sufficient resources it becomes complicated to achieve the lesson objectives (Paragraph 5.4.5).

6.4.6 Lack of support from the SMT

Educators' responses indicated that they received inadequate support from management. When teachers were asked why they had negative classroom management experiences, they indicated the lack of support from school management, especially the Principal and Head of Department (HOD). Because teachers have to deal with issues on their own, they sacrifice teaching time to do this. The researcher had the impression that judging by the participants' responses and classroom observations effective classroom management requires a team effort, which means that the support by the SMT and the school principal is essential to establishing well-functioning classrooms (Paragraph 5.4.6).

6.4.7 Classroom climate

Management deals with maintaining order, and one needs to establish a cooperative, responsible class so that learners choose to be orderly. Learners should feel that they are expected to be orderly, cooperative, and responsible. The study revealed that creating a positive climate is one of the best ways to forge and maintain learner responsibility and cooperation. The classroom climate is the mood in which the learners interact with the teacher and vice versa. A good classroom climate is pleasant, supportive, and warm. This type of climate encourages work and promotes a feeling of accomplishment and enjoyment for everyone. The study also showed the researcher that an encouraging classroom environment creates a good classroom climate for teaching and learning to take place (Paragraph 5.4.7).

6.4.8 Stress management

Management skills in the classroom, especially in a climate of change, are crucial for teachers, allowing them to handle all the demands made of them and to create an orderly environment for teaching and learning to take place. The researcher noticed that when teachers are stressed, they usually talk to their colleagues to seek advice or to calm down. The study also revealed that some teachers are not coping at all. Instead, they retaliate and become emotional when learners stress them. Hence many of them want to leave the teaching profession. The study revealed that there is a significant and growing number of teachers who experience stress and depression, which has a negative effect on the school environment and jeopardizes the educational processes (Paragraph 1.2). The participants' responses showed the researcher the effects of stress on classroom management, as inadequate ways of dealing with stress may exaggerate classroom management problems (Paragraph 5.4.8).

6.4.9 Conflict management

The researcher noticed that some teachers tended to abandon their lesson and embark on long sermons about the disruptive behaviour of just a few learners. The researcher noticed that some of the teachers experienced real difficulty in dealing with aggressive learners. They usually took them outside in order to talk to them as a strategy for conflict management. Certain participants were knowledgeable about the problem-solving approach as a conflict resolution strategy. Some teachers used peers in correcting the aggressive learners as a strategy for conflict management. The study showed that a common problem in the teaching-learning situation was the occurrence of a noisy group of learners at the back of the class who kept talking and laughing during the lesson. The researcher knew from classroom observations that the participants responded in a truthful manner and therefore realized that some teachers needed to know some effective conflict resolution strategies (Paragraph 5.4.9).

6.5 DISCIPLINARY STRATEGIES CURRENTLY ADOPTED BY PRIMARY SCHOOL TEACHERS AND HODS IN THE GAUTENG EAST DISTRICT IN ORDER TO MAINTAIN EFFECTIVE CLASSROOM DISCIPLINE AND MANAGEMENT

The main findings of the study are now presented with reference to the research question, *Which strategies may be developed and employed by primary school teachers and HODs in the Gauteng East District in order to maintain effective classroom discipline and management?* Paragraph 1.4, 4.2 and 5.1 indicate that the following strategies are relevant: parent-teacher conference, parents meetings, making use of classroom rules, rewarding good behaviour, instilling positive morals and values, a problem-solving approach, extra homework and reading, open communication (private talks), and non-verbal communication.

6.5.1 Parent-teacher conferences (grade meetings)

The study showed that grade meetings play an important role in preserving the relationship between parents and teachers of a particular grade. Many schools schedule a day at the end of each term for parent-teacher conferences so that the teacher can meet individually with the parents. Grade meetings promote classroom discipline because teachers have the opportunity of talking specifically with the parents of the learners in their classroom about the problems that are encountered in the classroom, like coming late, poor performance and absenteeism, and then discussing with parents how they could improve the situation (Paragraph 5.5.1). The researcher noted that not all schools use grade meetings to discuss or resolve behavioural and disciplinary matters with parents. Nevertheless, grade meetings seem to be a viable way of handling disciplinary issues with parents (Paragraph 5.5.1).

6.5.2 Parents meetings

The study showed that it is indispensable to have parents' support and cooperation in order to work effectively with a persistently misbehaving learner. Often, however, parental contacts are characterized by negative reactions and defensiveness on the part of both parents and teacher. It is imperative that the negativity is minimized and the positive support and cooperation are maximized. This takes careful planning and good interpersonal relationships on the part of teachers (Paragraph 5.5.2). Whether a learner is disruptive or not, all parents have the right to

be informed of their child's school progress, both behaviourally and academically and this could happen at meetings with the parent body or individual parents. Another way to personally contact parents is through home visits, especially for parents who resist visiting the school. Home visits allow the teacher to inform the parents about the child's progress and the program, which positively affects behaviour. The teacher may choose to make home visits to those parents who did not attend the grade meetings. Visiting the learner's home grants the teacher deeper insight into the family environment, which helps the teacher to better understand the child's behaviour (Paragraph 5.5.2).

6.5.3 Making use of classroom rules

The study showed that rules of conduct can be used to govern learner actions. Rules provide guidelines for appropriate behaviours so that teaching and learning can take place. Learner involvement in selecting the rules will be affected by the teacher's philosophical perspective. The study also revealed that many teachers do not provide for learner choice in rule setting. Hence most learners misbehave in the classroom because they were not involved when classroom rules were selected. Some teachers find that learners feel greater commitment and are more likely to adhere to the rules if they help formulate them along with the consequences. The researcher discovered that most teachers involve learners in formulating the classroom rules. When learners understand the purpose of rules, they are likely to perceive them as fair, thus increasing the possibility of exhibiting acceptable behaviour (Paragraph 5.5.3). Showing learners that you have confidence in them helps them perceive classroom management as their responsibility (Paragraph 3.3.5). The participants often emphasized the idea of referring learners back to the rules, which indicated to the researcher that they made good use of this aspect of discipline. There were many instances when learners helped to establish the rules, which seemed to help the teachers in maintaining discipline in the classroom. The researcher also noticed that some teachers ensured that every rule had its consequences. Unfortunately, there were others who gave considerably more thought to the design of rules than they did to the consequences. Others encountered the problem that rules were just not followed. The researcher inferred that it was necessary for teachers to stick to both rules and consequences if this system was to work. Learners ought to know what would happen if they broke the rules. Further, the researcher noticed that some teachers effectively reinforced the classroom rules by giving the learners rule reminders as a way of controlling and managing the classroom (Paragraph 5.5.3). In general, the researcher came to the conclusion that positive discipline is

enhanced through rewarding learners for their good conduct in following the classroom rules (Paragraph 5.5.3).

6.5.4 Reward good behaviour

As previously mentioned, both rewards and penalties should be established pertaining to the rules. The study revealed that rewards could include reinforcers of a social nature, like written and verbal comments, activities like selecting a learner to be a classroom helper, erasing the chalk board or collecting papers and materials, and awarding *privileges*, like playing a game, reading for pleasure or working on the computer. Learners should be told that these reinforcers will be delivered if they obey the rules (Paragraph 5.5.4).

The researcher saw that most teachers rewarded learners with incentives in order to stimulate positive behaviour and also to assist in managing the classroom. The researcher also noticed that some teachers applied nonverbal physical contact reinforcers in order to promote good behaviour. Further, the researcher also noticed that other teachers applied nonverbal facial or bodily expression reinforcers in order to promote good behaviour. However, the study showed that most teachers applied social reinforcers in order to promote good behaviour. It was also shown that some teachers applied verbal and written expression reinforcers. Learners attend more fully in a positive learning environment (Paragraph 5.5.4).

6.5.5 Instil positive morals and values

The study showed that knowledge of values, norms and customs provides a valuable framework for teachers involved in planning and presenting lessons. Staff were aware of the importance of instilling morals and values to promote discipline in a positive way, but the researcher is not sure that they had the knowledge to do this in the best way (Paragraph 5.5.5), for instance through the use of Kohlberg's model (Paragraph 2.6.1.3).

6.5.6 Problem-solving approach

The researcher noted that only some of the teachers knew how to help learners apply the problem-solving approach. The most important aspect of this approach is that it resolves the problem before it gets worse (Paragraph 5.5.6).

6.5.7 Extra homework and reading

The researcher noted that some teachers were giving learners extra home-work and reading, especially those who completed the given task early and started making a noise, just to keep them focused and quiet (Paragraph 5.5.7).

6.5.8 Open communication (Private talks)

The study showed that positive teacher-learner relationships are affected by communication. Effective communication leads to caring interpersonal interactions and achieving personal and academic goals. Teachers should know the importance of communicating positive expectations to learners. According to Ginott's model, learners' behaviour is greatly influenced by communication between the teacher and the learners. He emphasizes that the way in which a teacher communicates with learners greatly influences the way they react under specific circumstances. A private talk is the most valuable way of avoiding punishing learners who repeatedly misbehave. A private talk is when a teacher privately meets with one or more learners to discuss a discipline-related problem (Paragraph 2.6.1.5). The researcher has also noticed that most teachers apply private talks with learners who are misbehaving in order to be able to manage the classroom. By effectively listening to learners, the teacher makes them feel accepted, respected, admired, and responsible for their own behaviour. The researcher also noticed that a good relationship and open communication between teachers and parents about their children is very important in order to help discipline the child (Paragraph 5.5.8).

6.5.9 Non-verbal communication

Some teachers apply both non-verbal and verbal communication in order to control learners' behaviour in the classroom. The study showed that teachers used body language extensively to control learner behaviour and that some teachers used it better than others (Paragraph 5.5.9).

6.5.10 Corporal punishment

The study revealed that most teachers struggle to find alternatives to corporal punishment that would give them a sense of control over the learners they teach; this causes them to suffer from stress (Paragraph 5.5.10). The researcher also heard that some teachers were still applying

corporal punishment in order to control learner behaviour and maintain discipline in the classroom. It was clear that teachers were struggling to discipline aggressive learners in the classroom without the application of corporal punishment. Teachers also had the problem that rules were just not being obeyed, so they were applying corporal punishment. The researcher also noticed that sometimes no form of communication was effective enough to change learner behaviour, so certain teachers preferred corporal punishment. Another challenge that forces teachers to use corporal punishment is that most parents of learners who are misbehaving are not supportive in disciplining and positively communicating with their children at home (Paragraph 5.5.10).

6.6 RESEARCH CONCLUSIONS

Conclusions were made after the literature study (Chapters 2 & 3) and the findings of the empirical investigation were analyzed (Chapter 5). These were based on the research questions (Paragraph 1.4, 4.2 and 5.1), as presented in the next sub-paragraphs.

6.6.1 Research question 1

What theoretical frameworks on behaviour modification and key models inform classroom discipline and how are positive alternatives to corporal punishment presented in the research literature? (Chapter 2)

This was discussed and summarized in paragraph 6.2.1 and paragraph 6.2.1.1.

6.6.2 Research question 2

How is the relationship between classroom management and classroom discipline expounded in the literature? How do Heads of Department (HODs) and teachers as educational managers perceive and resolve classroom management challenges? (Chapter 3)

This was discussed and summarized in paragraph 6.2.2.1 and paragraph 6.2.2.2.

6.6.3 Research question 3

How does a purposively selected group of primary school HODs and teachers in the Gauteng East District view their experiences, skills and knowledge regarding classroom discipline in a post-corporal punishment era as explored through a qualitative study using multiple techniques of data gathering? (Chapter 4 and 5)

This was discussed and summarized in paragraph 6.3 and paragraph 6.4.

6.6.4 Research question 4

Which strategies could be developed and employed by primary school teachers and HODs in the Gauteng East District in order to maintain effective classroom discipline and management? (Chapters 2, 3 & 5).

This was discussed and summarized in paragraph 6.2.1, 6.2.2 and 6.5.

6.6.5 Research question 5

Based on the findings of the literature study and the qualitative inquiry, what recommendations could be made to design and implement positive disciplinary measures in South African primary schools in the light of the post-corporal punishment era? (Chapter 6).

This question should now be discussed and this requires that some background needs to be provided. The researcher will therefore revisit the theoretical framework of the study to provide the required background. This will set the scene for making recommendations on the design and implementation of positive disciplinary measures in South African primary schools in the light of the post-corporal punishment era.

6.7 REVISITING THE THEORETICAL FRAMEWORK

The theoretical framework is based on the models by Wolfgang and Glickman (Wolfgang and Glickman, 1995:279-301). Wolfgang and Glickman distinguish between an interventionist, inter-actionalist and non-interventionist model (Paragraph 3.3.7.1). The researcher noticed that most of the teachers and HODs applied the interventionist model in their classrooms in the

teaching and learning situation. This is evidenced by most of the participants who indicated that they used rewards to reinforce desired behaviour (Paragraph 5.3.7). In other words, most of the participants said they rewarded good behaviour as a strategy for modification of the learners' behaviour (Paragraph 5.5.4). Further, most of the participants also indicated that they reinforced classroom rules in order to control learner behaviour (Paragraph 5.4.3). In essence, most of the participants indicated that they involved learners in applying the classroom rules (Paragraph 5.5.3). Moreover, most of the participants indicated that they used body language in order to control learner behaviour (Paragraph 5.5.9).

They did not use the inter-actionalist and the non-interventionist models, though some used aspects thereof to a much lesser extent than the interventionist model. Most participants did not know about the Inter-actionalist model in which teachers apply democratic teaching by satisfying the learners' needs through democratic teaching and freedom of choice, and by being aware of what is going on in the classroom.

Most of the participants did not know about the non-interventionist model according to which teachers instil morals and values into learners so that they can make their own decisions, be responsible citizens by developing inner discipline to solve their own problems and control their emotions. In other words, most of the participants did not seem to know how to instill morals and values into learners in order to control their behaviour (Paragraph 5.5.5). Further, most of the participants were unaware of the problem-solving approach whereby learners are taught to solve their own problems (Paragraph 5.5.6).

In essence, in order for teachers to be successful in conducting classroom discipline and management, they have to be aware of how to apply all the three models by Wolfgang and Glickman (Wolfgang and Glickman, 1995:279-301), namely: the interventionist, inter-actionalist and non-interventionist models. However, both teachers and HODs are also allowed to apply other models of classroom discipline and management, as long as those models have an effect on their teaching and learning situation. For effective classroom management and discipline, Wolfgang, in paragraph 2.6.3.6, declares that, since children cannot all be disciplined in the same way, teachers cannot all be obligated to use a single approach to discipline. This aspect as well as the above perspective emanating from the classification of discipline approaches by Wolfgang and Gickman proved to be useful in providing

recommendations for the study. The theoretical framework thus served the researcher well in gaining a truthful perspective on the research problem.

6.8 RECOMMENDATIONS FROM THE STUDY

Wolfgang, in paragraph 2.6.3.6, recommends that teachers should develop their own disciplinary model depending on the power, autonomy, and control they are willing to give the learners when establishing boundaries (Paragraph 2.6.3.6). Teachers might need to use an assortment of disciplinary methods, depending on the individual situation. Teachers need to be aware of the variety of disciplinary methods available so that they can engage effectively with learners and manage disciplinary problems (Paragraph 2.6.3.6). Jones (2000:250) in his model of positive disciplinary training also acknowledges that there is no single method of dealing with discipline in the classroom. He highlights that classroom situations vary and therefore require varying approaches. Jones asserts that each model contributes in some way to increasing productivity in learners and reducing classroom disruption (Paragraph 2.6.3.1).

6.8.1 Main recommendations

In the light of the above background it is therefore firstly recommended that teachers and HODs extend their horizons to be able to use the three models of control proposed by Wolfgang and Glickman in the classroom for effective and meaningful classroom discipline and management (Paragraph 2.6.3.6). The researcher in the following exposition attempts to order the strategies (and models) that featured in this study according to the three models of control proposed by Wolfgang and Glickman (Wolfgang and Glickman, 1995:279-301) for effective classroom discipline and management (Paragraph 2.6.3.6). The presentation of the strategies will be cryptic as cross references will be provided to where they are discussed in the thesis.

6.8.1.1 Interventionist model (Paragraph 3.3.7.1)

As already indicated, teachers and HODs following an interventionist model believe that learners learn good behaviour primarily when behaviour is reinforced by, for example, rewards, classroom rules and body language. Teachers may apply the following approaches if they prefer to use the Interventionist model:

a. Skinner's model of discipline through shaping the desired behaviour (Paragraph 2.6.2.2)

- Use of rewards to reinforce desired behaviour
- Behaviour modification

b. Lee and Marlene Canter: Discipline through assertive tactics (Paragraph 2.6.1.7)

- Learners obey the rules
- Positive reinforcements

c. Jones's Positive discipline model (Paragraph 2.6.3.1)

- The use of body language
- Incentive system

In this approach, teachers exercise a high degree of control over classroom activities (Paragraph 2.6.3.6).

6.8.1.2 Inter-actionalist model (Paragraph 3.3.7.1)

As already indicated, teachers and HODs following the Inter-actionalist model believe that satisfying learners' needs is the first priority, along with being aware of what is going on in the classroom at all times. Teachers and HODs who use an inter-actionalist model are probably applying democratic teaching whereby learners have freedom of choice.

In other words, teachers may apply the following approaches if they prefer to use the inter-actionalist model:

a. Rudolf Dreikurs: Discipline through democratic teaching (Paragraph 2.6.1.6)

- Social status
- Satisfy learners' needs
- Democratic teaching

- Focus on the learners' strengths
- Learn from their mistakes

b. William Glasser: Discipline guided by choice theory (Paragraph 2.6.3.3)

- Freedom of choice
- Satisfy learners' basic needs
- Non-coercive discipline

c. The Kounin model: discipline through classroom management (Paragraph 2.6.2.4)

- "Withitness" (knowing what is going on in the classroom)
- Good instruction
- Keep learners interested and on-task – "The ripple effect" (manner in which a teacher talks to a learner and uses positive remarks to correct misbehaviour will affect all the other members of a class or group)
- Using skills in discipline and instruction
- "Overlapping" (the teacher's ability to attend to two or more events in a classroom simultaneously)

In this approach, teachers exercise a moderate level of control over classroom activities (Paragraph 2.6.3.6).

6.8.1.3 Non-interventionist model (Paragraph 3.3.7.1)

As already indicated, teachers and HODs following the Non-interventionist model believe in learners making their own decisions so that they can solve their own problems. Teachers and HODs using the non-interventionist model are probably instilling morals and values in the learners so that they can be responsible citizens who can solve their own problems. In other words, teachers may apply the following approaches if they prefer to use the Interventionist model:

a. Barbara Coloroso: Responsibility and inner discipline (Paragraph 2.6.3.4)

- Learners make their own decisions
- Learners solve their own problems
- Develop responsibility and inner discipline

b. Thomas Gordon: Discipline through inner self control (Paragraph 2.6.1.8)

- Develop relationships with others
- Learners solve their problems
- Learners control their emotions
- Promote learner responsibility
- Exercise inner self-control
- Establishment of values
- Learners make their own choices

c. Alfie Kohn: Beyond Discipline (Paragraph 2.6.3.5)

- Learners solve their problems
- Meaningful learning (to learn about what interests them the most);
- Learn from their mistakes
- Promote learner responsibility – (Promote respect)
- Make their own decisions

d. Lawrence Kohlberg: Stages of moral development (Paragraph 2.6.1.3).

- knowledge of human rights
- personal beliefs of right and wrong
- learn self-discipline

In this approach, teachers do not focus on control, as they lead learners to be more mature and responsible in order to control themselves (Paragraph 2.6.3.6).

As far as classroom management is concerned, it is secondly recommended that teachers need to be aware of and be able to apply effective classroom management strategies discussed in

Chapter 3 and summed up in paragraph 6.2.2.2. Important aspects of effective classroom management discussed in Chapter 3 are: Planning, organizing, leadership, control, policy making, communication, conflict management and stress management. The relevance of these aspects to classroom discipline clearly showed up in the empirical investigation (Chapter 5).

6.8.2 Additional recommendations

The main aim of the study was to determine the relevant knowledge and skills required by teachers and HODs to implement and maintain sound classroom discipline as an alternative to corporal punishment in primary schools in the Gauteng East District. The above two recommendations cover this aim extensively. However, the following additional recommendations emanating from the research and the above two recommendations are further set out:

- a) All teachers and HODs in schools where the same disciplinary circumstances prevail as in the schools studied are to be trained and given a proper grounding in discipline strategies resulting from research into discipline models that are applicable to maintaining discipline in a post-corporal punishment era. It showed clearly from the empirical study that teachers and HODs lack the knowledge and skills associated with these strategies.
- b) All teachers and HODs where the same classroom management circumstances prevail as in the schools studied are to be trained and given a proper grounding in classroom management strategies emanating from research into classroom management that are applicable to maintaining discipline in a post-corporal punishment era. The empirical study showed clearly that teachers and HODs lack the knowledge and skills associated with these strategies.

These are the two main additional recommendations that could have a positive effect on maintaining discipline in a post corporal punishment era. Other additional recommendations are the following:

- c) The prevailing circumstances in schools such as those in the schools investigated should be utilized as a springboard to provide training programs that eliminate

- corporal punishment and provide the right type of training that would instil alternative forms of discipline.
- d) The inadequate training of teachers combined with over-crowded classrooms is viewed as a key reason for teachers' inability to initiate positive discipline (Paragraph 2.3 and Paragraph 5.3.1). Relevant training and overcrowded classrooms are thus factors to be addressed by education authorities.
 - e) A whole school approach to discipline should be followed in training programs to restore order in schools focusing inter alia on the following facts resulting from the research: The factors impacting on a lack of classroom discipline among learners; the factors impacting on poor classroom management of teachers; improving on the current disciplinary strategies adopted by teachers and HODs. This could be the starting point from where more sophisticated disciplinary management strategies could be introduced.
 - f) The presenters of programs need to be aware of the real circumstances that make an impact on discipline in particular schools and be able to identify the strategies that will work in the specific circumstances. In the schools studied, specific circumstances like a lack of parental involvement, overcrowding in classrooms and a lack of support by the SMT prevailed in some schools. Addressing these will make an impact on the ability of teachers and HODs to restore discipline to classes where it is lacking.
 - g) It is crucial to contemplate that discipline is both the responsibility of teachers and parents who have to concur about discipline strategies to be applied to the learners. This is so that teachers and parents are able to support each other in cultivating values that will inculcate discipline in their children. It is thus important that any discipline management program incorporates the role of parents and activates parents to get involved. Schools/teachers also need to get the support of those parents whose children are troublemakers.
 - h) It is important that parents are taught on a continual basis about various changes that are taking place in the curriculum so that they are able to help their children at home with school work (Paragraph 5.3.4). This will have a beneficial impact on teachers' ability to maintain discipline.
 - i) School and classroom discipline should be regarded as very important in continuous professional development (CPD) programs, as effective learning is impossible without effective discipline. Both teachers and HODs would benefit from attending

these. The IQMS system of development appraisal could be used advantageously to identify those teachers and HODs who struggle with discipline.

- j) There should be an ongoing attempt on the part of relevant educational authorities to provide schools with the necessary physical infrastructure, facilities and equipment so that effective teaching, learning and assessment can take place. Where this is not provided, the chances are greater that disciplinary problems will prevail, as it would be more difficult to provide a high standard of education.
- k) Tertiary teacher training institutions should collaborate closely with education departments regarding teacher training programs. Specifically, future teachers should be trained in how to maintain classroom discipline, so that they will be good classroom and disciplinary managers.

6.9 LIMITATIONS OF THE STUDY

The study had the following limitations:

- Only a few selected government primary schools were considered, leading to a limited sample. The findings of this study cannot be generalized to other government primary schools, though it gives an in-depth insight into and understanding of the classroom disciplinary problems in the selected schools.
- All the selected primary schools are government schools, so they do not duplicate the classroom disciplinary problem in the private schools. This is because the measurable aspects of socio-cultural backgrounds are different in both areas, and the perceptions of participants from government schools are also different from those in private schools. The findings cannot be applied to private schools.
- The use of purposive sampling could have generated some biases, though the researcher did his best to counter them, as discussed in Chapter 4. The choice of this sampling also limits the findings geographically.

6.10 AVENUES FOR FURTHER RESEARCH

The findings of this study on the role of teachers and HODs in maintaining effective classroom discipline and management among learners in selected Gauteng East primary schools suggest the following avenues for further research:

- A comparative investigation into the role of teachers and HODs in maintaining classroom discipline and management in government primary schools and private primary schools in the Gauteng East District.
- The causes of poor classroom management and discipline are contextual. Therefore, the same study could be repeated in a different context.
- A study into the effectiveness of the application of the recommendations of the current study.
- Leadership styles of the teachers and HODs and their impact on classroom discipline. An in-depth investigation into how leadership styles influence classroom discipline may bring to light which types of leadership contribute to positive learner behaviour.

6.11 CONCLUSION

This study indicated the main causes of poor classroom discipline and management in the selected primary schools of the Gauteng East District and the strategies that they are currently implementing in order to maintain classroom discipline and management. The findings revealed that most HODs and teachers are still unable to maintain classroom discipline and effective classroom management. In order to address the problematic situation recommendations were made regarding the knowledge and skills required at the individual teacher and HOD level, but it also emanated that there was a need for intervention from relevant stakeholders to assist teachers and HODs with relevant strategies and positive approaches to discipline learners within the classroom situation. The researcher trusts that this study will make a contribution towards the knowledge and skills required to address the situation in these and other classrooms struggling with discipline problems, so that meaningful progress can be made towards efficient teaching and learning.

BIBLIOGRAPHY

- Abbott, L.M. & McKinney, J. 2013. *Understanding and applying research design*. New Jersey: John Wiley & Sons.
- Addi-Raccah, A. & Ariv-Elyashiv, R. 2008. Parent empowerment and teacher professionalism: Teachers' perspective. *Urban Education*, 43(3):394-415.
- Akinseinde, S.I. 2014. *Education in Nigeria: Development and challenges*. Lagos. Nigeria: Foremost Educational Services Limited.
- Anderson, G. 1990. *Fundamentals of educational research*. London: The Falmer Press.
- Anderson, C.M. & Spauldind, S.A. 2007. 'Using positive behaviour support to design effective classrooms'. *Beyond Behaviour*, 1(6):22-31.
- Arthur, J., Waring, M., Coe, R. & Hedges, L. 2012. *Research methods and methodology in education*. London: Sage.
- Ary, D., Jacobs, L.C., Razavieh, A. & Sorensen, C. 2006. *Introduction to research in education*. (7th ed.). California: Thomson Wadsworth.
- Asiyai, R.I. 2012. 'Indiscipline in Nigerian Secondary schools: Types, causes and possible solutions'. *African Journal of Education and Technology*, 2(1):39-47.
- Axelrod, S. 1993. Integrating behavioural technology into public schools. *School Psychology Quarterly*, 8(3):1-9.
- Ayers, H. & Gray, F. 1998. *Classroom management. A practical approach for primary and secondary teachers*. London: David Fulton.
- Aziza, A. 2001. Expulsion of learners from secondary schools in the Western Cape: trends and reasons. Unpublished dissertation (MED). UNISA, Pretoria.
- Babbie, E. & Mouton, J. 2001. *The practice of social research*. Cape Town: Oxford University Press.
- Bachkirova, T. 2005. Teacher stress and personal values: An exploratory study. *School Psychology International*, 26(3):340-352.
- Badmus, A.L. 2001. An empirical study of small scale financing in Nigeria. *Journal of Unilorin Business School*, 9(1):35-36.
- Banda, F. & Kiruada, F. 2005. 'Per Linguam. *Journal of Language Learning*, 21(1):1-22.
- Barnardes, A. 2015. Implementation of participatory management model: Analysis from a political perspective. *Journal of Nursing Management*, 32(5):888-897.
- Barnes, J. 2003. Teachers' emotions, teachers' creativity - a discussion paper. *Improving Schools*, 6(1):39-43.

- Bar-On, R. 2005. The Bar-On model of emotional-social intelligence (ESI). *Issues in emotional Intelligence*. Available at: www.eiconsortium.org/ 04. [Accessed 4 August 2006].
- Basit, N.B. 2010. *Conducting research in educational contexts*. London: Continuum International Publishing Group.
- Bateman, B. 2007. 'Inside city's school from hell', *Pretoria News*, 28 May, p 1.
- Bedau, H. A. 2001. Feinberg's Liberal Theory of Punishment. *Buffalo Criminal Law Review*, 5(1):103.
- Bellevue, P.S. & Jordan, M.M. 2002. *Rethinking classroom management strategies for prevention and intervention*. Thousand Oaks, CA: Cowin PresBes.
- Benjamin, L. 2011a. 'Living in a state of emergency – a generation ruled by fear and frustration'. *Cape Times*, 19 September, p. 11.
- Benjamin, L. 2011b. 'Where kids go to school as bullets fly'. *Cape Times*, 19 September, p. 11.
- Bess, J.L. 2006. Toward strategic ambiguity antidote to managerialism in governance. In: J.C Smart (Ed.). *Higher Education: Handbook of theory and research*. Vol 20, no.1. Dordrecht: Springer. Pp. 491-543
- Bezuidenhout, C. 2013. *Child and youth misbehaviour in South Africa: A holistic approach*. Pretoria: Van Schaik Publishers.
- Biggam, J. 2011. *Succeeding with your master's dissertation: A step-by-step handbook*. London: McGraw-Hill International.
- Blasé, J. 2002. A qualitative analysis of sources of teacher stress: Consequences for performance. *American Educational Research Journal*, 23(1):13-40.
- Bodine, R.J. & Crawford, D.K. 1999. *Developing emotional intelligence: A guide to behaviour management and conflict resolution in schools*. Washington D.C: Publication Services, Inc. Research Press.
- Bogdan, R.C. & Biklen, S.K. 2003. *Qualitative research for education: An introduction to their methods*. (4th ed.). Boston: Ally & Bacon.
- Bohmann, R.R. 2003. 'Class meetings as a tool for classroom management and character development'. An annotated bibliography. (Education Resource Information Centre Document Production Service No, ED 478 055).
- Bonnell, T. 2003. When discipline becomes a moral issue. *Principal*, 83(2):59.
- Boshoff, E. & Morkel, P. 2003. *Education law and policy handbook*. Menwyn: Juta.

- Bowen, G.A. 2009. Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2):27-40.
- Bowers, C.A. 1997. *Elements of a post-liberal theory of education*. New York: Teacher College Press.
- Brener, N.D., Kann, L., McManus, T., Kinchen, S.A., Sundberg, E.C. & Ross, J.G. 2002. Reliability of 1999 youth risk behaviour survey questionnaire. *Journal of Adolescent Health*, 31: 336-342.
- Briggs, A.R.J. & Coleman, M. 2007. *Research methods in educational leadership and management*. Thousand Oaks, CA: Sage.
- Brink, H.I., Van der Walt, C. & Van Rensburg, G. 2012. *Fundamentals of research methodology for health care professionals*. (3rd ed.). Cape Town: Juta.
- Brophy, J. 2006. History of research. In: Evertson, G. and Weinstein, H. (Eds.), *Handbook of classroom management: Research, practice & contemporary issues*: Malwah, NJ: Lawrence Erlbaum Publishers.
- Brown, C. 2003. *Overview of research for school wide discipline and citizenship programs*. Washington: Longman.
- Brundrett, M. & Rhodes, C. 2014. *Researching educational leadership and management: Methods and approaches*. Thousand Oaks, CA: Sage.
- Bryman, A. & Burgess, R.G. (Eds.).1999. *Analysing Qualitative data*. London: Routledge. pp. 256-262.
- Buluc, B. 2006. An analysis of classroom rules in secondary schools in Turkey. *Educational Research Quarterly*, 29(3):30-51.
- Burden, P.R. 2003. *Classroom management: Creating a successful learning community*. (2nd ed.). New York: John Wiley & Sons.
- Burns, N. & Grove, S.K. 2009. *The practice of nursing research: appraisal, synthesis and generation of evidence*. (6th ed.). Philadelphia: Elsevier.
- Burton, D. & Bartlett, S. 2009. *Key issues in education researches*. Thousand Oaks, CA: Sage.
- Cangelosi, J. S. 2004. *Classroom management strategies: Gaining and maintaining students' cooperation*. (5th ed). New Jersey: Wiley.
- Canter, L. & Canter, M. 1992. *Assertive discipline: Positive behaviour management for today's classroom*. Santa Monica, CA: Lee Canter & Associates.
- CASEL. 2015. What is Social Emotional Learning? Retrieved from <http://www.casel.org/social-and-emotional-learning>.
- Chalkline, J. 1997. 'The state of discipline in schools', *The Citizen*. 29 October, p. 52.

- Chamberlain, L. 1996. Classroom discipline: the teacher, the bully and a smack. *APT comment*, 2(4):17.
- Charles, C.B. 2001. *Building classroom discipline: from models to practice*. (7th ed.). New York: Longman.
- Charles, C.M. 2007. *Building classroom discipline*. (9th ed.). Boston: Allyn & Bacon.
- Chisholm, L. 2007. Monitoring children's rights to education. In: Dawes, R., Bray S. & Van der Merwe. A. (Eds). *Monitoring child well-being: A South African rights-based approach*. Cape Town: HSRC Press.
- Clark, L. 2005. 'How Schools are losing the war on the trouble makers', *London Daily Mail*. 1 March, p. 45.
- Clark, M.A. 2004. Teaching children to respect and care for others: An application of Multiple Intelligences Theory. *Australasian Journal of Gifted Education*, 13(1):5-11.
- Clarke, D.J. & Lobato, J. 2002. To tell or not tell: A reformulation of telling and the development of an initiating/eliciting model of teaching. In: Malcom, C. & Lubisi, C. (eds.). *Proceedings of the tenth annual meeting of the Southern African Association for Research in Mathematics, Science and Technology in Education, Section 2*. Durban: University of Natal, pp.15-22.
- Cohen, L., Manion, L. & Morrison, K. 2007. *Research methods in education*. (6th ed.). London: Routledge.
- Collier, D.M. 2005. 'An ethic of caring', The fuel for high teacher efficacy. Available at: <http://sitemaker.umich.edu/kagan.356/teacher-efficacy/67> [Accessed on 10 November 2013].
- Coloroso, B. 2002. *Kids are worth it! Giving your child the gift of inner discipline*. New York: Harper Collins. p. 101.
- Cotton, D.R.E. 2006. Implementing curriculum guidance or environmental education: The importance of teacher beliefs. *Journal of Curriculum Studies*, 38(1):67-83.
- Coudter, L. 2007. *Assertive discipline: elementary workbook: Grade k-6*. Santa Monica: Couldter & Associates.
- Couldter, L. & Couldter, M. 2001. *Assertive discipline: Positive behavior management for today's classroom*. Santa Monica: Couldter & Associates.
- Cowley, S. 2009. *Teaching skills for dummies*. City of Chichester, West Sussex: Wiley.
- Creswell, J.W. 1998. *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage Publishers.

- Creswell, J.W. 2003. *Research design: Qualitative and quantitative approaches*. London: Sage Publishers.
- Creswell, J.W. 2008. *Research design: Qualitative and quantitative approach*. Thousand Oaks, CA: Sage
- Curwin, R.L. & Mendler, A. 2008. *Discipline with dignity*. (revised edition). Association for Supervision and Curriculum Development.
- Daniels, E. & Arapostatis, M. 2005. What do they want? Student voices and motivation research. *Urban Education*, 40(34):34-59.
- Davies, M. & Hughes, N. 2014. *Doing a successful research project using qualitative or quantitative methods*. London: Palgrave MacMillan.
- De Bruyn, E.H., Cillessen, A.H.N. & Wissink, I. 2010. Association of popularity with bullying and victimization in early adolescence. *Journal of Early Adolescence*, 30(4):543-566.
- De Klerk, J. & Rens, J. 2003. The role of value in school discipline. *Koers*, 68(4):353-371.
- De Villiers, E. & Pretorius, S.S. 2011. Democracy in schools: Are educators ready for teacher leadership? *South African Journal of Education*, 31(4):574-589.
- De Vos, A.S., Strydom, H., Fouche, C.B. & Delport, C.S.L. 2002. *Research at grass roots for the social sciences and human service professions*. (2nd ed.). Pretoria: Van Schaik.
- Denzin, H.K. & Lincoln, S.Y. 2012. *Collecting and interpreting qualitative materials*. NewYork: Sage.
- Department of Basic Education (DBE). 2008. *Foundation for Learning Campaign 2008-2011*. Government Gazette, No 30880. Pretoria: Government Printers.
- Department of Education. 1997. *Curriculum 2005 – Lifelong learning for the 21st century*. Pretoria: Absolutely Media Marketing.
- Department of Education. 2000. *Alternatives to corporal punishment: the learning experience*. Pretoria.
- Department of Education. 2001. *Alternatives to corporal punishment: the learning experience*. Pretoria.
- Department of Education. 2003. *National Curriculum Statement*. Grade 10-12. Overview 2003. Pretoria: Government Printers.
- Department of Education. 2007. *National Assessment Report (public schools)*. National Education Infrastructure Management System (NEIMS). Pretoria: Department of Education.

- Department of Education. 2011. *Teachers' Standards: Guidance for school leaders, school staff and governing bodies*. Pretoria.
- Department of Education. 1998. Government Gazette: Guidelines for the consideration of Governing bodies in adopting a Code of conduct for learners. Vol. 395. No. 18900. Pretoria.pp. 10-14
- Di Giulio, R. 2000. *Positive Classroom Management*. Thousand Oaks, CA: Corwin Press.
- Di Lullo, L. 2004. Appropriate conduct. *Principal leadership (High school Ed)*, 4(1):27-29.
- Docking, J.W. 1986. *The effects and effectiveness of punishment in schools*. London: Harper & Row.
- Dreikurs, R. 1968. *Psychology in the classroom: A manual for teachers*. New York: Haper & Row.
- Dryden, G. & Vos, J. 2005. *The New Learning Revolution*. Stafford: Network Educational Press
- Duminy, P.A., Dreyer, H.J. and Steyn, P.D. 1990. *Education for the student teacher*. Pretoria: Maskew Miller Longman. pp. 30.
- Durrant, J.E. 2010. Corporal punishment: Prevalence, predictors and implications for child development. In: Hart, S.N. (Ed.), *Eliminating corporal punishment: The way forward to constructive child discipline*. Paris: UNESCO.
- Durrheim, K. 2006. Research design. In: Terre-Blanche, M., Durrheim, K. & Painer, D. (Eds.). *Research in practice: Applied methods for the social sciences*. 2nd ed. Cape Town: University of Cape Town. pp. 34-59.
- Dzivhani, S. 2006. *Dzivhani Papers: South Africa*. Johannesburg: University of Witwatersrand.
- Edwards, C.H. 2000. *Classroom discipline and management*. (3rd Ed). New York: John Wiley & Sons. pp. 308-309.
- Ekman, P. 2003. *Emotions revealed: recognizing faces and feelings to improve communication and emotional life*. San Francisco: Time Books.
- Englander, M.E. 1986. *Strategies for classroom discipline*. New York: Praeger Publishers. pp. 126-137.
- Epstein, J.L. 2001. Building bridges of home, school and community: The importance of design. *Journal of Education for Students Placed at Risk*, 6(1&2):161-168.
- Farrimond, H. 2012. *Doing ethical research*. Basingstoke: Palgrave Macmillan.
- Feldman, F. 2004. *Pleasure and the good life: Concerning the nature, varieties and plausibility of hedonism*. New York: Oxford University Press.

- Ferguson, A.A. 2000. *Bad boys: public schools in the making of black masculinity*. Michigan: The University of Michigan Press.
- Finlayson, M. 2009. *The impact of teacher absenteeism on student performance: The case of the Cobb County School District*. Kennesaw State University. City of Kennesaw, Georgia.
- Flannery, M.J., Wester, K.L. & Singer, M.I. 2004. Impact of exposure to violence in schools on child and adolescent mental health and behaviour. *Journal of Community Psychology*, 32(5):559-573.
- Freire, P. 2000. *Pedagogy of the oppressed*. Rev. 30th Anniversary ed. New York: Continuum.
- Galvin, P., Mercer, S. & Costa, P. 1994. *The effective school: Building a better behaved school*. London: Longman.
- Garfat, T. 2010. Towards a definition of child and youth care practice. *Presentation made to Africa Day, hosted by the National Association of Child Care Workers*. Stellenbosch, South Africa, 10 December.
- Gay, L.R., Mills, G.E. & Airasian, P. 2011. *Educational research: Competencies for analysis and applications*. Upper Saddle River, NJ: Pearson.
- Geelan, D., Christie, P., Mills, M., Keddie, A., Renshaw, P. & Monk, S. 2015. Lessons from Alison: a narrative study of differentiation in classroom teaching. *International Journal of Pedagogies and Learning*, 10(1):13-23.
- George, D.N. 1990. Discipline strategies for pupil control at the middle school in an urban setting. PhD thesis. Columbia University. New York City.
- Gheith, G. 2003. The relationship between forms of instruction, achievement and perceptions of classroom climate. *Educational Research*, 45(1):83-93.
- Giallo, R. & Little, E. 2003. Classroom behaviour problems: The relationship between preparedness, classroom experience, and self-efficacy in graduate and student teachers. *Australian Journal for Educational Development Psychology*, 3(1):21-34.
- Ginnot, H.G. 1972. *Teacher and child. A book for parents and teachers*. New York: Macmillan.
- Gladwell, A. 1999. A survey of teachers' attitudes towards corporal punishment after the abolishment of corporal punishment. MA Dissertation. Cape Town: University of the Western Cape.
- Glasser, W. 1998. *Choice Theory in the classroom*. (Rev. ed.). New York: Harper Collins.
- Goel, S. 2015. Children in conflict with the law: Indian and International Perspective. *Criminal law and punishment e-journal*, 10(30):24-28.

- Good, T.L. & Brophy, J.E. 2000. *Looking in classrooms*. New York: Longman.
- Gordon, T. 1991. *TET: Teacher effectiveness training*. New York: David McKay.
- Gottfredson, G.D. & Gottfredson, D.C. 2001. What schools do to prevent problem behavior and promote safe environments? *Journal of Educational and Psychological Consultation*. 12(4):313-344.
- Gragg, L.I. 1994. Teachers also must learn. In: L.B. Barnes, C.R. Christensen, & A.J. Hansen (Eds.). *Teaching and Case Method* (3rd ed.). Boston, MA: The Harvard and Business School Press. pp. 15-22.
- Grey, J. 2000. Tackling the culture of slacking off: *The Teacher*, 15 March, p.24.
- Griffith, J., Steptoe, A. & Cropley, M. 2005. An investigation of coping strategies associated with job stress in teachers. *British Journal of Educational Psychology*, 69(1):517-531.
- Griffiths, C. 2004. *The case of the Hybrid Umbrella: A study of Case Studies*. Auckland: School of Foundation Studies.
- Grossman, R.J. & Roos, E.D. 1991. Management styles of registrars and officers of admissions: a study of how higher education key middle managers manage. *College and University*, 66(2): 83-89.
- Guest, G., Namey, E.E. & Mitchel, M.L. 2013. *Collecting qualitative data: a field manual for applied research*. Thousand Oaks, CA: SAGE.
- Guglielmi, R. & Tatrow, K. 2001. Occupational stress, burnout, and health in teachers: A methodological and theoretical analysis. *Review of Educational Research*, 68(1):61-99.
- Gulwadi, G. 2006. Seeking restorative experiences: Elementary school teachers' choices for places that enable coping with stress. *Environment and Behavior*, 38(1):503-520.
- Gwirayi, P. & Shumba, A. 2007. A preliminary study of the relationship between students' self-concept and academic achievement in Zimbabwe. *Journal of Psychology in Africa*, 17(1):119-122.
- Haider, Z., Khan, H., Munir, F. & Bari, S. 2012. Analysis and evaluation of discipline issues in public and private institutions, *International Journal of Academic Research in Progressive Education and Development*, 1(1):113-125.
- Hall, G. & Hord, S. 2000. *Implementing change: patterns, principles, and potholes*. Boston: Allyn & Bacon.
- Hammerness, K. 2003. Learning to hope, or hoping to learn. *Journal of Teacher Education*, 54(1):43-56.

- Handy, C. 2018. *Gods of management: the changing work of organizations*. North Miami Beach.: Oxford University Press.
- Hansen, D.T. 2001. Reflections on the manner in teaching projects. *Journal of Curriculum Studies*, 33(6):729-735.
- Harber, C. 2001. Schooling and violence in South Africa: creating a safer school. *Intercultural Education*, 12(1):261-271.
- Hastings, R. & Bham, M. 2003. The relationship between student behaviour patterns and teacher burout. *School Psychology International*, 24(1):115-127.
- Hawes, P.W. 1979. *Curriculum and Reality in African Primary Schools*. Harlow: Longman.
- Henning, E., Van Rensburg, W. & Smith, B. 2004. *Finding your way to qualitative research*. Pretoria: Van Schaik.
- Hepburn, A. & Brown, S. 2001. Teacher stress and management of accountability. *Human Relations*, 54(6):691-715.
- Hiatt, W.R. 1996. *The evaluation of exercise performance in patients with peripheral vascular disease*. St. Louis. Mosby Year Book.
- Hittleman, D.R. & Simon, A.J. 1997. *Interpreting educational research: An introduction for consumers of research*. (2nd ed.). Boston: Allyn and Bacon.
- Holford, D. 2006. The cane mitiny: Why we're losing the battle to teach kids. *A Journal of Mere Christianity*, 1(6):16-18.
- Housego, B.E.J. 1994. How prepared were you to teach? Beginning teachers assess their preparedness. *The Alberta Journal of Educational Research*, 11(3):355-373.
- Hudson, P. 2007. Examining mentors' practices for enhancing preservice teachers' pedagogical development in mathematics and science. *Mentoring and Turtoring Partnership in Learning*, 15(2):201-217.
- Hue, M. & Wai-Shing, L. 2008. *Classroom Management: Creating positive learning*.
- Human Rights Watch. 1999. Kenya spare the child: Corporal punishment in Kenyan schools. *Human Rihgts Watch*. 11(6 (A)):15.
- Hyman, I.A. & Snook, P.A. 2000. Dangerous schools and what you can do about them, *Phi Delta Kappan*, 81(7):489-501.
- Ikoya, P.O. 2007. Developing administrators' company in application of a qualitative approach to decision making in school organisation. *Journal of Qualitative Education*, 3(2):138-142.
- Irvine, J.J. 1990. *Black students and school failure: policies, practices and prescriptions*. New York: Preager.

- Ivancevich, J.M. & Matteson, M.T. 2002. *Organizational Behaviour and Management* (6th ed.). New York: McGraw-Hill.
- Jacobs, M., Vakalisa, N.C.G. & Gawe, N. 2011. *Teaching learning dynamics*. 4th Edition. Cape Town: Pearson Education.
- Jacques, D. & Salmon, G. 2007. *Learning in groups: A handbook for face-to-face and online environments*. (4th Ed.). London: Routledge.
- Jeynes, W.H. 2011. Parental involvement research. Moving to the next level, *School Community Journal*, 21(1):9-18.
- Johnston, R. 2000. Federal data highlight disparities in discipline. *Education Week*, 19(41):P.3.
- Jones, F. 2000. *Tools for teaching*. Santa Cruz, CA: Frederick H. Jones & Associates.
- Jones, M. 2013. 'Zuma warns errant teachers'. *Daily News*, 19 February, p. 7.
- Jones, V.F. & Jones, L.S. 2001. *Comprehensive classroom management. Creating communities of support and solving problems*. (6th ed.). Boston: Ally & Bacon.
- Jones, V.F. & Jones, L.S. 2013. *Comprehensive classroom management: Creating Communities of support and solving problems*. 10th Edition. Boston: Pearson.
- Kianipour, O. & Hosein, B. 2012. Effectiveness of training the choice theory of Glasser to teachers on improvement of students' academic qualifications. *Journal of Educational and Instructional Studies in the world*, 2(2):117-123.
- King, N. & Horrocks, C. 2010. *Interviews in qualitative research*. London: Sage.
- Kohlberg, L. 1984. The Psychology of Moral Development: The nature and validity of moral stages. *Essays on Moral Development*, 2(1):232-263.
- Kohn, A. 2001. *Beyond discipline: From compliance to community*. Upper Saddle River, N J: Merrill/Prentice Hall.
- Kohut, H., Goldberg, A.I. & Stepanky, E. 2013. *How Does Analysis Cure?* Chicago: The University of Chicago Press.
- Kounin, J.S. 1970. *Discipline and group management in classrooms*. New York: Holt, Rinehart & Winston.
- Kraft, M.A. & Papay, J.P. 2014. Can professional environments in schools promote teacher development? Explaining heterogeneity in returns to teaching experience." *Educational Evaluation and Policy Analysis*, 36(4):476- 500.
- Kramer, D. 2000. *OBE: Teaching toolbox*. Florida Hills: Vivlia.
- Krefting, L. 1991: Rigor in qualitative research: The assessment of trustworthiness. *American Journal of Occupational Therapy*, 45(3):214-222.

- Krishna, V.M. & Naidu, M.B. 2012. *Research methodology*. Hyderabad: Students Helpline Publishing House.
- Krueger, R.A. & Casey, M.A. 2000. *Focus groups: A practical guide to applied research*. Thousand Oaks, CA: Sage Publications.
- Kruger, A.G. 2003. Instructional leadership: The impact on the culture of teaching and learning in two effective secondary schools. *South African Journal of Education*, 23(1):206-211.
- Kruger, A.G. & Steinman, C.F. 2003. *The organisational climate and culture of school*. Pretoria: Van Schaik Publishers.
- Kruger, A.G. & Van Schalkwyk, O.J. 1997. *Classroom management*. (2nd Ed). South Africa. Pretoria: Van Schaik Publishers.
- Kubeka, W.M 2004. Disciplinary measures at the Moduopo Primary School in Tembisa, Gauteng Province, South Africa after 1994. MTech dissertation. Pretoria: Tshwane University of Technology.
- Kvale, S. & Brinkmann, S. 2009. *Interviews: Learning the craft of qualitative research interviewing*. Thousand Oaks, CA: Sage Publications.
- Laslett, R. & Smith, C.J. 1984. *Effective classroom management: a teacher's guide*. New York: Nichols Publishing Company.
- Lather, P. 2004. Scientific research in education: a critical perspective, *British Educational Research Journal*, 30(6):759-771.
- Learning First Alliance. 2001. Every child learning: safe and supportive schools. Published by the Association for Supervision and Curriculum Development, Available at: http://www.learningfirst.org/pdfs/safe_schools_report.pdf/35. [Accessed on 10 August 2016].
- LeCompte, M.D. 1993. *Ethnography and qualitative design in educational research*. London: Academic Press.
- Leedy, P.D. & Ormrod, J.E. 2001. *Practical research: planning and design*. New Jersey: Prentice-Hall.
- Legotlo, M.W. 2014. *Challenges and issues facing the education system in South Africa*. Pretoria: Africa Institute of South Africa.
- Lesley, T.J. 1994. Teacher technicians: A “new” metaphor for new teachers. *Action in Teacher Education*, 16(1):11-19.
- Levin, J. & Nolan, J.F. 2003. *What every teacher should know about classroom management*. Boston: Allyn & Bacon.

- Lewis, R. 2001. Classroom discipline and student responsibility: the students' view. *Teaching and Teacher Education*, 17(3):307-319.
- Lewis, R. 2009. *Understanding pupil behavior: Classroom management techniques for teachers*. ACER Press.
- Lingren, H.G. 1995. Adolescence and peer pressure. Available at: <http://www.experimentresources.com/social-learning-theory.html/> 102. [Accessed on 24 January 2004].
- Little, S.G. & Akin-Little, A. 2009. Classroom management. In: W.T. O' Donohue & J. F. Fisher (Eds.), *Cognitive behavior therapy: Applying empirically supported techniques in your practice*. (2nd Ed.). Hoboken, NJ: Wiley. pp. 173-180.
- Lodico, M.G., Spaulding, D.T. & Voegtler, K.H. 2010. *Methods in educational research: From theory to practice*. San Francisco, CA: Jossey-Bass.
- Lolwana, P. 2004. What is the standard of the senior certificate examination? Umalusi report in context. Paper presented at the Human Science Research Council's (HSRC) matric colloquium at the Sheraton Hotel, Pretoria. 3 November 2013.
- Louw, D. & Louw, A. 2007. *Child and Adolescent Development*. Bloemfontein: ABC.
- Love, K. 2012. *Ethics in social research*. Bingley town, Bradford city: Emerald Group Publishing.
- Mabogoane, T. & Pateli, F. 2006. Recognising behavior that increases learning: The possible role of incentives in the teaching profession. *Perspective in Education*, 24(1):127-139.
- Maphosa, C. & Shumba, A. 2010. Educators' disciplinary capabilities after the banning of corporal punishment in South African schools. *South African Journal of Education*, 30(1):387-399.
- Marshall, M. 2005. Discipline without stress, punishment or rewards, *The Clearing House*, 79 (1):51-54.
- Marshall, M. 2001. *Discipline without stress, punishments, or rewards: how teachers and parents promote responsibility and learning*. Los Alamitos: Piper.
- Marshall, C. & Rossman, G.B. 2011. *Designing qualitative research*. London: Sage Publications.
- Martin, N. & Shoho, A. 2006. Teacher experience, training, and age: The influence of teacher characteristics on classroom management style. Paper presented at the annual meeting of the South West Educational Research Association. Dallas, TX.

- Martinez, R.A. 2013. Reading the world in Spanglish: Hybrid language practices and ideological constestation in a sixth-grade English Language Arts Classroom. *Linguistics and Education*, 24(3):276-288.
- Masitsa, G. 2008. Discipline and disciplinary measures in the Free State Township Schools: unresolved problems. *Acta Academica*, 40(1):234-270.
- Mathews, B. & Ross, L. 2010. *Research methods: A practical guide for the sciences*. London: Pearson Education.
- Matthews, B. & Ross, L. 2010. *Research methods: A practical guide for the social sciences*. London: Pearson Education.
- Mawonera, E. & Lee, D. 2005. *Communication and scholarship*. Harare: Zimbabwe Open University.
- Mayer, R. 2002. The promise of educational psychology. *Teaching for Meaningful Learning*, 7(1):30-36.
- Maykut, P. & Morehouse, R. 1998. *Beginning qualitative research. A philosophy and practical guide*. London: The Falmer Press.
- McFadden, A.C. 1998. A study of race and gender bias in the punishment of school children. *Education and Treatment of Children*, 5(1):40-146.
- McMillan, J.H. & Schumacher, S. 1993. *Research in education: A conceptual introduction*. (2nd Ed.). New York: Addison Wisley Longman: Harper Collins Publishers.
- McMillan, J.H. & Schumacher, S. 2001. *Research in Education. A conceptual introduction* (5th Ed.). New York: Longman.
- McMillan, J.P. & Scumacher, S. 2010. *Research in education. Evidenced-based inquiry*. London: Pearson/Allyn & Bacon.
- McNamara, S. & Moreton, G. 1997. *Understanding differentiation: A teachers' guide*. London: David Fulton.
- Mda, T. & Mothata, S. 2000. *Crirical issues in South African Education-after-1994*. Kenwyn: Juta
- Mellor, S., Kennedy, K. & Greenwood, L. 2001. Citizenship and democracy: students' knowledge and beliefs. Australian Fourteen-Year-Olds and the IEA Civic Education Study, *Report to the Department of Education, Training and Youth Affairs by the Australian Council of Education Research*.
- Mgaga, T. 2013. 'Angie plans to deal with lazy teachers', *Sowetan*, 11 February, p. 5.
- Molio, P.I.M. 2000. *The role of parents in discipline as an aspect of school safety*. MEd dissertation. Johannesburg: Rand Afrikaans University.

- Monroe, C.R. 2005. Understanding the discipline gap through a cultural lens: Implications for the education of African American students. *Intercultural Education*, 16(4):317-330.
- Morrell, R. 1998. Corporal punishment in South African schools: a neglected explanation for its persistence. *South African Journal of Education*, 21(4):292-299.
- Morrell, R. 2001. Corporal punishment and masculinity in South African Schools. *Men and masculinities*, 6(4):140-157.
- Morris, E.W. 2007. "Ladies" or "loudies"? Perceptions and experiences of black girls in classroom. *Youth and Society*, 38(4):490-515.
- Mouton, J. 1996. *Understanding social research*. Pretoria: Van Schaik.
- Mouton, J. 2001. *How to succeed in your Master's and Doctoral studies. A South African guide and research book*. Pretoria: Van Schaik.
- Mtsweni, J. 2008. The role of educators in the management of school discipline in the Nkangala Region of Mpumalanga. MEd dissertation, University of South Africa.
- Mumford, T., Campion, M. & Morgeson, F. 2007. The leadership skills strataplex: Leadership skill requirements across organizational levels. *The Leadership Quarterly*, 18(2):154-166.
- Nansel, T.R., Overpeck, M., Pilla, R.S., Ruan, W.J., Simons-Morton, B. & Scheidt, P. 2001. Bullying behaviors among U.S. youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association*, 285(16):294-295.
- Naum, M. 2015. The use of classroom management techniques to reduce discipline problems. A case study: First year English language learners at Idressi Mohamed Secondary School Foughala, Biskra. Masters' Dissertation. Algeria: Ministry of Higher Education and Scientific Research.
- National Education Policy Act. 1996. Education, vocation, guidance and training. Act No. 27 of 1996. South Africa. Government Gazette, Vol.370. P 19.
- Ngqela, N. & Lewis, A. 2012. 'Exploring adolescent learners' experiences of school violence in a township high school. *Child Abuse Research: A South African Journal*, 13(1): 87-97.
- Nicol, D.J. & Boyle, J.T. 2003. Peer instruction versus class-wide discussion in large classes: a comparison of two interaction methods in the wired classroom. *Studies in Higher Education*, 28(4) : 457-473.

- Nieman, N.M. & Monyai, R.B. 2006. *The educator as mediator of learning*. 2nd Edition. Cape Town: Van Schaik.
- Nxumalo, Z.Z. 2001. The differential analysis of secondary school learners' perception of discipline in Soweto. MEd mini-dissertation. Johannesburg: RAU.
- O'Neil, J. 2004. Discipline zingers. *NEA Today*, 22(4):24- 32.
- Ogden, R. 2008. *Confidentiality. The SAGE encyclopaedia of qualitative research methods*. Los Angeles: Sage Publications.
- Okoroafor, P.N. 2006. Improving teacher education in Nigeria, *Journal of Qualitative Education*, 2(2):75-80.
- Onu, F.M. 2006. Need for improving the training programmes of primary school agricultural education teachers for economic development. *Journal of Qualitative Education*, 2(1): 26-32.
- Oosthuizen, I.J., Roux, J.M. & Van der Walt, J.L. 2003. A classical approach to the restoration of discipline in South African schools, *Koers*, 68(1):373-390.
- Ormrod, J.E. 2011. *Educational Psychology: Developing learners*. (7th Ed). Boston: Pearson.
- Ornstein, A.C. 1990. *Strategies for effective teaching*. Chicago: Harper Collins
- Osler, A.S & Starkey, H. 2001. Citizenship education and national identities in France and England: inclusive or exclusive? *Oxford Review of Education*, 27(20):287-305.
- Otrosky, M.M., Jun, E.L., Hemmeter, M.L. & Thomas, D. 2003. 'Helping children understand routines and classroom schedules. What Works Brief Series, N.3. Available online at: <http://www.adprima.com/managing.htm.12/62> [Accessed on 12 May 2012].
- Palmatier, C.L. 1998. *Quality School Community: Applying W M. Glasser's Choice Theory*. New York: Accelerated Development.
- Patrikakau, E. 2005. School-family partnerships for children's success. New York: Teacher College Press.
- Pelser, E. 2008. *Learning to be lost: youth crime in South Africa*. Cape Town: CJCP.
- Pettigrew, L. & Wolf, G. 1982. Validating measures of teacher stress. *American Educational Research Journal*, 19(3):373-396.
- Piek, G.C. 2000. *Classroom management*. Cape Town: Maskew Miller Longman.
- Pigge, F. & Marso, R. 1997. A seven-year longitudinal multi-factor assessment of teaching concerns development through preparation an early teaching. *Teaching and Teacher Education*, 13(2):225-235.
- Pilot, D.F. & Beck, C.T. 2004. *Nursing research principles and methods*. Philadelphia: Lippincott William & Wilkins.

- Pinnock, D. 1997. *Gangs, rituals and rites of passage*. Cape Town: African Sun Press.
- Political Bureau. 2013. Zuma warns errant teachers. *Daily News*, 19 February, p. 07.
- Porteus, K., Vally, S. & Ruth, T. 2001. *Alternatives to corporal punishment. Growing discipline and respect in our classrooms*. Heinemann.
- Punch, K.F. 2005. *Introduction to social research: Qualitative and quantitative approaches*. (2nd Ed.) London: Sage Publications.
- Ratcliff, N. 2001. Use the environment to prevent discipline problems and support learning. *Young Children*, 56(5):84- 87.
- Raymond, L. 2001. Student involvement in school improvement: from data source to significant voice. *Forum*, 43(2):58-61.
- Redl, F. 1966. "Our trouble with defiant youth" In: When we deal with children. New York: Free Press. Pp. 409-417.
- Redl, F. & Wattenberg, W.W. 1951. *Mental hygiene in teaching*. (2nd Ed). New York: Harcourt Brace & Co.
- Richardson, N. & Fallona, C. 2001. Classroom management as method and manner. *Journal of Curriculum Studies*, 33(6):705-728.
- Rogers, B. 2000. *Classroom behaviour: A practical guide to effective teaching, behaviour management and colleague support*. London: Books Education.
- Rogers, C. & Freiberg, H.J. 1994. *Freedom to learn*. (3rd Ed). Columbus, NY: McMillan.
- Rossouw, J.P. 2003. Learner discipline in South African public schools – a qualitative study, *Koers*, 68(4):413-435.
- Ruder, R. 2006. Four steps to address student discipline. *Education Digest: Essential Readings Condensed for Quick Review*, 71(7):32-35.
- Ryan, A.M. 2000. Peer groups as a context for the socialization of adolescents' motivation, engagement, and achievement in school. *Educational Psychologist*, 35(1):101-112.
- Sakaran, U. & Bougie, R. 2010. *Research methods for business. A skills building approach*. UK: John Wiley & Sons.
- Saldana, J. 2009. *The coding manual for qualitative researchers*. London: Sage Publications.
- Sanders, M.G. & Harvey, A. 2000. Developing comprehensive programs of school family, and community partnerships: the community perspective. *Paper presented at the meeting of the American Educational Research Association, New Orleans*.
- Santor, D., Deanne, M. & Kusumskur, V. 2000. Measuring peer pressure. Popularity and conformity in adolescent boys and girls: predicting school performance, sexual attitude and substance abuse. *Journal of youth and adolescent*, 29(2):163.

- Savage, T.V. & Savage, M.K. (2010). *Successful classroom management and discipline: teaching self-control and responsibility* (3rd Ed.). Los Angeles: Sage.
- Scharle, A. & Szabo, A. 2000. *Learner Autonomy: A guide to developing learner responsibility*. Cambridge: Cambridge University Press.
- Schein, E.H. 2011. *Organizational culture and leadership*. 4th Revised Edition. Chichester: John Wiley and Sons.
- Schoeman, M. 2010. Prevention of youth violence. What is learned can be unlearned. *Child Abuse Research: A South African Journal*, 11(2):9-20.
- Schonert-Reichl, K.A. & Hymels, M.S. 2007. Educating the heart as well as the mind social and emotional learning for school and life success. *Education Canada*, 47(2), pp. 20-25.
- Schonert-Reichl, K.A. & Lawlor, M.S. 2010. The effects of a mindfulness based education program on pre-and-early adolescents' well-being and social and emotional competence. *Mindfulness*, 1(3):137-151.
- Schulze, S. 2003. *Research methodology. Study guide*. Pretoria: University of South Africa.
- Schulze, S. & Dzivhani, M.D. 2002. The role of discipline in school and classroom management: A case study in South Africa. *Journal of Psychology in Africa; South of the Sahara, the Caribbean and Afro-Latin America*, 12(1):119–130.
- Sedumedi, S.D. 1997. Punishment in schools: perspectives of parents, teachers and pupils. MA-Dissertation. Grahamstown: Rhodes University.
- Seegopaul, R. 2016. An analysis of the causes and types of discipline problems faced by a school; the strategies used by the school administrator to improve discipline: A case study in a model school in Mauritius, Masters dissertation. Open University of Mauritius.
- Shah, J. & Inamullah, M. 2012. The impact of overcrowded classrooms on the academic performance of the student at secondary level. *International Journal of Research in Commerce, Economics and Management*, 2(6):772-773.
- Sharma, D. 2009. *Educational Management: A unified approach of education*. New Delhi: Global India Publications.
- Sifile, L. 2011. 7-year old tells of rape at school. *Daily Dispatch*, 23 June, pp. 5-10.
- Silverman, D. 2013. *Doing qualitative research: A practical handbook*. London: Sage Publications.
- Skiba, R. J. 2010. Zero-tolerance and alternative discipline strategies. *National Association of School Psychologists*, 39 (1):28-29.

- Skiba, R.J., Michael, R., Nardo, A. & Peterson, R. 2000. *The colour of discipline: Gender and racial disparities in school punishment*. Bloomington: Indiana Education Policy Center.
- Skiba, R.J. & Rausch, M.K. 2004. *The relationship between achievement, discipline and race: An Analysis of factors predicting ISTEP scores*. Centre for Evaluation and Education Policy, Indiana University.
- Skinner, B.F. 1971. *Beyond freedom and dignity*. New York: Knoff.
- Skinner, E.A. & Belmont, M.J. 1993. 'Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, 85(1):571-581.
- Smit, B. 2001. An introduction to qualitative and quantitative data. Extracted from Primary school teachers' experience of education policy change in South Africa. Unpublished PhD thesis. In: *Reader for introduction to qualitative research* (NME). Compiled by B. Smit. Department of Education Management and Policy Studies, Faculty of Education, University of Pretoria, pp. 65- 88.
- Smith, M.B. 2010. Introduction: ending the solitude of citizenship education. In: M.B. Smith, R.S. Nowacek, & J.L. Bernstein (eds.) *Citizenship across the curriculum*. Bloomington, IN: Indiana University Press. pp. 1-12.
- Snowman, J., Dobozy, E., Scevak, J., Bryer, F. & Bartlett, B. 2009. *Psychology applied to teaching*. Milton Qld: John Wiley & Sons.
- Somekh, B. 1995. *Management of change in small primary schools: A review of research*. Edinburgh: Scottish Council for Research in Education.
- South Africa. 1996a. 'South African Schools Act', *Government Gazette*, Vol. 377, No. 17579. Pretoria: Government Printers.
- South Africa. 1996b. Constitution of the Republic of South Africa. *Government Gazette*, No. 17678. Pretoria: Government Printers.
- Spaulding, C.L. 1992. The motivation to read and write. In: Irwin J.W. & Doyle, M.A. (Eds.). *Reading/writing connections: Learning from research*. Newark, DE: International Reading Association. pp. 177-201.
- Spector, P.E., Chen, P.Y. & O'Connell, B.J. 2000. A longitudinal study of relations between job stressor and job strains while controlling for prior negative affectivity and strains. *Journal of Applied Psychology*, 85(1):211-218.

- Spilt, J.L. & Koomen, H.M. 2012. Understanding discordant relationships between teachers and disruptive kindergarten children. In: *Interpersonal Relationships in Education*. Sense Publishers. pp. 37-49.
- Spilt, J.L., Koomen, H.M., Thijs, J.T. & Van der Leij, A. 2012. Supporting teachers' relationships with disruptive children: The potential of relationship-focused reflection. *Attachment and human development*, 14(3):305-318.
- Squelch, J. 2006. Back to school for parents: implementing responsible parenting agreements and order in Western Australia. *Education and the Law*, 18(4): 247-266.
- Statistics South Africa. 2009. Mid-year population estimates. Available at: <http://www.statssa.gov.za/publication/P03022009.pdf>. P. 56.
- Stein, M.K., Remillard, J. & Smith, M.S. 2007. How curriculum influence student learning. In: Lester, F.K. (Ed.). *Second handbook of research on Mathematics teaching and learning*. Charlotte, N.C: Information Age. p. 353.
- Stewart, W. 2008. Curriculum must change-say academics. *Times Educational Supplement*, 11 July, p. 10.
- Strahan, D. & Layell, K. 2003. Keeping the faith when the going is tough: How one team accomplished success in a struggling middle school, Paper presented at the American Educational Research Association, Chicago.
- Striepe, M., Clarke, S. & O'Donoghue, T. 2014. 'Spirituality, values and the school's ethos: factors shaping leadership in a faith based school. *Issues in Educational Research*, 24(1): 85-97.
- Subbiah, C. 2004. The role of learning in the management of discipline in urban secondary schools in Kwa-Zulu Natal. MA-Dissertation. Pretoria: UNISA.
- Sugai, G., Horner, R.H., Dunlap, G., Hieneman, M., Lewis, T.J. & Nelson, C.M. 2000. Applying positive behavioural support and functional behavioural assessment in school. *Journal of positive behaviour: interventions*, 2(3):131-143.
- Sutton, R.E. 2000. *The emotional experiences of teachers*. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, Los Angeles.
- Tau, M. 2011. 'Pupils skip school due to on-going violence', *The Citizen*, 2 June, p. 3.
- Tauber, R. 2007. *Classroom management: Sound theory and effective practice*. (4th ed), Westport, London: Praeger.
- Thompson, C. 2002. 'School crisis of discipline', *The Citizen*, 26 April, p. 7.

- Tomal, D.R. 2001. A comparison of elementary and high school teacher discipline styles. *American Secondary Education*, 30(1):38–45.
- Tomczyk, K.K. 2000. Prevention, not punishment. *American School Board*, 187(5):60-61.
- Turnukla, A. & Galton, M. 2001. Students' misbehaviours in Turkish and English primary classrooms. *Educational Studies*, 27(3):291-305.
- United Nations Educational Scientific and Cultural Organisation (UNESCO). 2000. TheDakar framework for action: educaton for all-Meeting our collective commitments. Paris: UNESCO.
- Usman, S., Akhmadi, S. & Suryadarma, D. 2007. Patterns of teacher absence in public primary education. 27(2):207-217.
- Valente, W.D. & Valente, C.M. 2005. *Law in the schools*. (6th ed.). Upper Saddle River, NJ: Pearson/Merrill.
- Valenzeno, L., Alibali, M. & Klatzky, R. 2002. *Teachers' gestures facilitate students' learning: A lesson in symmetry*. Pittsburgh: Elsevier Science.
- Van Breda, M. 2014. School Truancy: Poor School attenders' perceptions of the impact regarding dysfunctional teacher-learner relationships on truant behavior. *Mediterranean Journal of Social Sciences*, 5(23):156-163.
- Van den Hoonaard, W.C. & Van den Hoonaard, D.K. 2013. *Essentials of thinking ethically in qualitative research*. Walnut Creek, CA: Left Coast Press.
- Van der Horst, H. & McDonald, R. 2001. *Outcomes based education: Theory and practice*. Pretoria: Van Schalk.
- Van der Westhuizen, P.C. 2005. The development of scientific management thought and some developments in the field of education management. In: Van der Westhuizen, P.C. (ed.). *Effective Educational Management*. Pretoria: Kagiso Tertiary. pp. 63-131.
- Van Tassel-Baska, J. 2012. Analysing differentiation in the classroom using COSR. *Gifted Child Today*, 35(1):42-48.
- Van Wyk, E.R. 2000. Positive discipline: a new approach to discipline. Doctoral thesis. Pretoria: UNISA.
- Van Wyk, N. 2001. Perceptions and practices of discipline in urban black schools in South Africa. *South African Journal of Education*, 21(3):195-201.
- Victoire, N.R. 2015. Assessing the impact of school governance on discipline management in a confessional primary school. MBA unpublished dissertation. Reduit: Open University of Mauritius.

- Walker, H.M, Ramsey, E. & Gresham, F. M. 2004. *Anti-social behaviour in school: Evidence-based practices*. Belmont, Canada: Wadsworth.
- Watson, T.N. & Bogotch, I. 2015. Reframing parent involvement: What should urban school leaders do differently? *Leadership and policy in schools*, 14(1):257-278.
- Wattenberg, W. 1977. The ecology of classroom behaviour. *Theory into practice*, 16 (4):256-261.
- Wentzel, K.R., Barry, C.M. & Caldwell, K.A. 2004. Friendships in middle school: Influences on motivation and school adjustment. *Journal of Educational Psychology*, 96:195-203.
- White, C.J. 2005. *Research: A practical guide*. Pretoria: Inthuthuko Investments.
- White, R. & Algozzine, B. 2001. Unified discipline. A school-wide approach for managing problem behaviour. *Intervention School and Clinic*, 37(3):3-8.
- Wiersma, W. 1995. *Research methods in Education: An introduction*. Boston: Allyn Bacon.
- Wilén, W., Hutchison, J. & Ishler-Basse, M. 2008. *Dynamics of effective secondary teaching*. (6th ed). Boston: Pearson Education.
- Winship, C. & Morgan, S.L. 2007. *Counterfactuals and causal inference: Methods and principles for social research*. Cambridge, UK: Cambridge University Press.
- Wiseman, D. & Hunt, G. 2008. *Best practice in motivation and management in the classroom*. (2nd ed.). Springfield: Charles Thomas Publisher.
- Witten, A. 1993. A historico-educational survey of corporal punishment with special reference to the Canadian Reformed Schools. M.Ed. dissertation. Pretoria: University of South Africa.
- Wolfgang, C.H. 2001. *Solving discipline and classroom management problems: Methods and models for today's teachers*. (5th ed). Hoboken, NJ: John Wiley & Sons.
- Wolfgang, C.H. & Charles, C.M. 2005. *Solving discipline and classroom management problems: Methods and models for today's teachers*. Ohio State University, Ohio State: John Wiley & Sons.
- Wolfgang, C.H. & Glickman, C.D. 1995. *Solving discipline and classroom management problems: Methods and models for today's teachers*. (3rd ed). Boston: Allyn and Bacon.
- Wrigley, T. 2003. *Schools of hope: A new agenda for school improvement*. State-on-Trent: Trentham Books.
- Xaba, M.I. 2011. The possible cause of school governance challenges in South Africa. *South African Journal of Education*, 31(1):201-211.

- Yates, J.S. 2004. *Doing social science research*. London: Sage Publications.
- Yell, M.L. 2012. Law and special education. 3rd Edition. University of South Carolina.
- Yin, R.K. 2009. *Doing case study research*. (4th ed.). Thousand Oaks, CA: Sage.
- Zaibert, L. 2006. *Punishment and Retribution*. Ashgate, England: Aldershot, Hants.
- Zuckerman, J.T. 2000. Student science teachers' accounts of a well-remembered event about classroom management. *Journal of Science Teacher Education*, 11(1):243- 250.
- Zulu, B.M, Urbani, G., Van der Merwe, A. & Van der Walt, J.L. 2004. Violence as an impediment to a culture of teaching and learning in some South African schools. *South African Journal of Education*, 24:170-175.

APPENDICES

APPENDIX A

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN GAUTENG EAST DISTRICT PRIMARY SCHOOLS

This 23 July 2018

Mr Magabe Raymond Peace
802 Maokeng Extension
Tembisa
1632

The Director
Ministry of Education
Gauteng East District (D 16)
Corner 7th Street and 5th Avenue
5th floor Telkom Towers
Springs
1560

Thru
CEDU RECTOR CHAIRPERSON
Dr M Claassens

Dear Sir,

I, MR MAGABE Raymond Peace, am doing research on classroom discipline towards a doctoral degree with Prof EJ van Niekerk, my promoter in the Department of Educational Leadership and Management at Unisa. The title of the research is THE MANAGEMENT OF CLASSROOM DISCIPLINE BY EDUCATORS AND HODs OF GAUTENG EAST PRIMARY SCHOOLS.

The aim of the study is to determine the relevant knowledge and skills required by teachers to implement and maintain sound classroom discipline as an alternative to corporal punishment in primary schools in the Gauteng East District. The study will entail conducting non-participant observation and individual interviews in six schools. The purpose of the study is to come up with possible alternatives and strategies that could assist teachers in instilling positive classroom discipline in order to promote the quality of teaching and learning in primary schools.

In case of benefits of the study, all participants will get a feedback and a copy of the research results. Then in case of potential risks, there are no foreseeable risks anticipated. However, steps will be put in place should any participant experience emotional stress due to their participation. When it comes to rewards, there will be no reimbursement to all participants.

The researcher ensures the Directorate that the research in general and the research methods used in particular will not in any-way cause harm to the participants. Feedback procedure will entail debriefing of the research findings and sharing the researcher's interpretation with the various participants in order to avoid biasness from the researcher and to ensure the trustworthiness of the research.

I would be very much grateful to you, Sir, if you may please grant me the permission to conduct this research and also to involve principals, teachers and learners of Gauteng East Primary Schools. I would like to ensure you that in no circumstances will my study intervene with the normal duty of the participants involved.

Yours sincerely

.....

MAGABE R.P. (Postgraduate research student)

Cell No: 060-749-2656

APPENDIX B
A LETTER REQUESTING AN ADULT TO PARTICIPATE IN AN INTERVIEW
(HOD)

Dear HOD.....

This letter is an invitation to consider you in participating in a study I, MR MAGABE Raymond Peace, am conducting as part of my research as a Doctoral student entitled: THE MANAGEMENT OF CLASSROOM DISCIPLINE BY EDUCATORS AND HODs OF GAUTENG EAST PRIMARY SCHOOLS, at the University of South Africa under the supervision of Prof EJ VanNiekerk. Permission for the study has been given by the Department of Educational Leadership and Management and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant for interviewing because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The importance of classroom discipline in schools is substantial and well documented. Most learners in primary schools lack discipline, especially after the abolishment of corporal punishment, and as such most primary school teachers started encountering problems when it comes to classroom discipline. Therefore, the researcher finds it as a significant phenomenon to investigate this issue, so that teachers may adopt a research-based classroom discipline intervention and alternative strategies that may assist them to restore discipline in their classrooms. In this interview, I would like to have your views and opinions on this topic.

Your participation in this study is voluntary. It will involve an interview of approximately 60 minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All the information you

provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be kept locked in my office. There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 060 749 2656 or by e-mail at ray5.magabe@yahoo.com

I look forward to speaking with you and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows.

Yours sincerely

.....

CONSENT FORM

I have read the information presented in the information letter about the study on classroom discipline in Gauteng East primary schools. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant's Name (Please print):

Participant's Signature:

Researcher's Name:

Researcher's Signature:

Cell No: 060 749 2656

Date:.....

APPENDIX C
A LETTER REQUESTING AN ADULT TO PARTICIPATE IN A FOCUS GROUP
INTERVIEW (Teacher).

Dear Teacher.....

This letter is an invitation to consider you in participating in a study I, MR MAGABE Raymond Peace, am conducting as part of my research as a Doctoral student entitled: THE MANAGEMENT OF CLASSROOM DISCIPLINE BY EDUCATORS AND HODs OF GAUTENG EAST PRIMARY SCHOOLS, at the University of South Africa under the supervision of Prof EJ VanNiekerk. Permission for the study has been given by the Department of Educational Leadership and Management and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant for interviewing because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The importance of classroom discipline in schools is substantial and well documented. Most learners in primary schools lack discipline, especially after the abolishment of corporal punishment, and as such most primary school teachers started encountering problems when it comes to classroom discipline. Therefore, the researcher finds it as a significant phenomenon to investigate this issue, so that teachers may adopt a research-based classroom discipline intervention and alternative strategies that may assist them to restore discipline in their classrooms. In this interview, I would like to have your views and opinions on this topic.

Your participation in this study is voluntary. It will involve an interview of approximately 60 minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All the information you

provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be kept locked in my office. There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 060 749 2656 or by e-mail at ray5.magabe@yahoo.com

I look forward to speaking with you and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows.

Yours sincerely

.....

FOCUS GROUP INTERVIEW ASSENT AND CONFIDENTIALITY AGREEMENT

I _____ grant consent/assent that the information I share during the group discussions (focus group interview) may be used by the researcher, Mr Raymond Peace Magabe, for research purposes. I am aware that the group discussions will be digitally recorded and grant consent/assent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant's Name (Please print): _____

Participant's Signature: _____

Researcher's Name (Please print): _____

Researcher's Signature: _____

Cell No: 060 749 2656

Date: _____

APPENDIX D
A LETTER REQUESTING PARENTAL CONSENT FOR PARTICIPATION OF
MINORS IN THE RESEARCH STUDY

Dear Parent

Your child is invited to participate in a study entitled: THE MANAGEMENT OF CLASSROOM DISCIPLINE BY EDUCATORS AND HODs OF GAUTENG EAST PRIMARY SCHOOLS. I am undertaking this study as part of my Doctoral research at the University of South Africa. The purpose of the study is to come up with possible alternatives and strategies that could assist teachers in instilling positive classroom discipline in order to promote the quality of teaching and learning in primary schools.

I am asking permission for your child to take part in this study since I will be conducting my research by observing the teacher whilst he/she is teaching them. Any information that is obtained in connection with this study and can be identified with your child will remain confidential and will only be disclosed with your permission. His or her responses will not be linked to his or her name, or your name or the school's name in any written or verbal report based on this study. Such a report will be used for research purposes only.

There are no foreseeable risks to your child by participating in the study. Your child will receive no direct benefit from participating in the study, however, the possible benefits to education are a safer and more conducive learning environment for him/her. Neither your child nor you will receive any type of payment for participating in this study.

Your child's participation in this study is voluntary. Your child may decline to participate or withdraw from participation at any time. Withdrawal or refusal to participation will not adversely affect him/her in any way. Similarly, you can agree to allow your child to be in the study now and change your mind later without any penalty.

The study will take place during normal school activities with the prior approval of the school and your child's teacher. However, if you do not want your child to participate, an alternative activity will be available.

In addition to your permission, your child must agree to participate in the study and you and your child will also be asked to sign the consent form which accompanies this letter. If your child does not wish to participate in the study, he or she will not be included and there will be no penalty. The information gathered from the study and your child's participation in the study will be stored securely in a password locked computer in my locked office for five years after the study. Thereafter records will be erased.

If you have questions about this study, please ask me or my study supervisor, Prof EJ van Niekerk, Department of Educational Leadership and Management, College of Education, University of South Africa. The e-mail of my supervisor is vniekej@unisa.ac.za. My contact number is 060 749 2656 and my e-mail is ray5.magabe@ yahoo.com. Permission for the study has already been given by the Directorate of the Educational Faculty, the Ministry of Education, Gauteng East District, Benoni, and also the Ethics Committee of the College of Education, UNISA.

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow your child to participate in the study. You may keep a copy of this letter.

Name of the child:.....

Sincerely

.....
Parent/Guardian's name (print)	Parent/Guardian's signature	Date:

.....
Researcher's name (print)	Researcher's signature	Date:

Cell No: 060 749 2656

APPENDIX E
A LETTER REQUESTING ASSENT FROM A CHILD/LEARNER IN PRIMARY
SCHOOL TO PARTICIPATE IN THE RESEARCH STUDY.

Title of the study: THE MANAGEMENT OF CLASSROOM DISCIPLINE BY
EDUCATORS AND HODs OF GAUTENG EAST PRIMARY SCHOOLS.

Dear.....

I am doing a study on learner discipline in the classroom as part of my studies at the University of South Africa under the supervision of Prof EJ van Niekerk. Your principal has given me permission to do this study in your school. I would like to invite you to be a very special part of my study. I am doing this study so that I can find ways that HODs and teachers can use to improve your teaching and learning situation as well as to create a safe and conducive classroom environment. This will help you and many other learners of your age in different primary schools.

This letter is to explain to you what I would like you to do. There may be some words you do not understand in this letter. You may ask me or any other adult to explain any of these words that you do not understand. You may take a copy of these letter home to think about my invitation and talk to your parents about this before you decide if you want to be in this study.

I will write a report on the study but I will not use your name in the report or say anything that will let other people know who you are. You do not have to be part of this study if you don't want to take part. If you choose to be in the study, you may stop taking part at any time. No one will blame or criticize you. When I am finished with my study, I shall return to your school to give a short talk about some of the helpful and interesting things I found out in my study. I shall invite you to come and listen to my talk.

If you decide to be part of my study, you will be asked to sign the form below. If you have any other questions about this study, you can talk to me or you can have your parent or another adult call me on 060 749-2656. Do not sign the form until you have all your questions answered and understand what I would like you to do.

Researcher:.....

Cell No: 060 749 2656.....

Do not sign written assent form if you have any questions. Ask your questions first and ensure that someone answers those questions.

WRITTEN ASSENT

I have read this letter which asks me to be part of a study at my school. I have understood the information about the study and I know what I will be asked to do. I am willing to be in the study.

.....
Learner's name (print) Learner's signature Date:.....

.....
Signature:.....

Witness's name (print) Witness's signature

Date:.....

(The witness is over 18 years old and present when signed).

.....
Parent/guardian's name (print) Parent/guardian's signature

Date:.....

.....
Researcher's name (print) Researcher's signature

Date:.....

Cell No: 060 749 2656

APPENDIX F

FOCUS GROUP INTERVIEW GUIDE FOR TEACHERS

Duration: 45 min.

Interview Guide for Teachers

- What do you understand by classroom discipline?
- What are the main causes of a lack of discipline among learners in the classroom?
- How do you discipline your learners in the classroom?
- What strategies may you take, as a teacher, to maintain and restore effective classroom discipline?
- How do you promote positive behaviour in your classroom? Why?
- What do you understand by classroom management?
- What are the main causes of poor classroom management at your school?
- Do you think learners' behaviour is greatly influenced by communication between the teacher and the learner. Why?
- How often do you use non-verbal communication in your classroom in order to discipline learners? Why?
- How often do you report problem behaviour to parents? Why?
- How do you react to aggressive behaviour of learners in the classroom?
- Do you think classroom management is influenced by teacher control in the classroom? Why?
- How do you cope with stress and conflict in the classroom?
- How effective are classroom rules in controlling learner behaviour? Why?
- Do you think physical punishment of learners can cause the learners to be hostile and angry. Why?

APPENDIX G

INTERVIEW GUIDE FOR HODs

Interview guide for HODs

Name of the HOD: _____

- What do you understand by classroom discipline?
- What are the main causes of a lack of discipline among learners in primary schools?
- How do you discipline your learners in the classroom?
- According to you, as an HOD, what are the barriers to maintain classroom discipline?
- What strategies may you take, as an HOD, to maintain and restore effective classroom discipline?
- How confident are you in managing behaviour problems in your classroom? Why?
- Do you think learners behave differently when they are in a group than they would individually. Why?
- How is learners' behaviour influenced through group dynamics and peer pressure?
- How should a group of learners be managed differently from individuals in disciplining them?
- How do you promote positive behaviour in your classroom?
- Do you think external stimuli such as rewards or verbal reinforcement should be applied by teachers in order to promote positive behaviour. Why?
- How often do you reward targeted behaviours with incentives? Why?
- Do you think learners will be motivated when they obtain reinforcement for their good behaviour in the classroom? Why?
- What do you understand by classroom management?
- What are the main causes of poor classroom management at your school?
- According to you, as an HOD, what are the barriers in maintaining effective classroom management at your school?
- What strategies may you take, as an HOD, to maintain and restore effective classroom management at your school?
- How do you manage your learners' behaviour in the classroom?

- Do you think learner's behaviour is greatly influenced by communication between the teacher and the learner? Why?
- How does teacher communication impact on learners' self-esteem?
- Do you use non-verbal communication in your classroom in order to discipline learners? Why?
- How often do you send home notes (frowny faces or happy faces) to report problem behaviour to parents? Why?
- How do you react to aggressive behaviour of learners in the classroom?
- Do you think the use of time out (Time away to calm down) for aggressive behaviour in your classroom is effective? Why?
- Do you think classroom management is influenced by teacher control in the classroom. Why?
- Do you think that if the teacher knows what is going on in the classroom at all times, it will help to identify and deal with the misbehaviours of learners in time? Why?
- How do you cope with stress and conflict in the classroom?
- What role do classroom rules play in order to control learner behaviour?
- Do you think physical punishment of learners can cause the learners to be hostile and angry? Why?

APPENDIX H
OBSERVATION TOOL FOR TEACHERS

Statement	Strongly Agree	Agree	Agree Slightly	Slightly Disagree	Disagree	Disagree Strongly
1. The teacher always intervenes when learners talk at inappropriate times during class.						
2. The teacher uses whole class instruction to ensure a structured classroom.						
3. The teacher strongly limits learner chatter in the classroom.						
4. The teacher always uses collaborative learning to explore questions in the classroom.						
5. The teacher rewards learners for good behaviour in the classroom.						
6. The teacher engages learners in active discussion about issues related to real world applications.						

7. If a learner talks to a neighbour, the teacher removes the learner away from other learners.						
8. The teacher establishes a daily routine time-table in the classroom and sticks to it.						
9. The teacher uses input from learners to create classroom rules.						
10. The teacher always uses group work in the classroom.						
11. The teacher allows learners to get out of their seat without permission.						
12. The teacher uses learner input when creating learner projects.						
13. The teacher is strict when it comes to learner compliance in the classroom.						
14. The teacher always uses inquiry-based learning in the classroom.						

15. The teacher firmly re-directs learners back to the topic when they get off task.						
16. The teacher directs the learners' transition from one learning activity to another.						
17. The teacher insists that learners in the classroom follow the rules at all times.						
18. The teacher always adjusts instruction in response to individual learner needs.						
19. The teacher closely monitors off- task behaviour during class.						
20. The teacher always uses direct instruction when teaching.						
21. The teacher strictly enforces classroom rules to control learner behaviour.						
22. The teacher does not deviate from the pre-planned learning activities.						

23. If a learner's behaviour is defiant, the teacher will demand that they comply with the classroom rules.						
24 The teacher always uses a teaching approach that encourages interaction among learners.						
25 The teacher is good in controlling stress and conflict management in the classroom.						

26. Any other comments:

.....

.....

.....

.....

.....

.....

APPENDIX I
OBSERVATION TOOL FOR HODs

Statement	Strongly Agree	Agree	Agree Slightly	Slightly Disagree	Disagree	Disagree Strongly
1. The HOD always intervenes when learners talk at inappropriate times during class.						
2. The HOD uses whole class instruction to ensure a structured classroom.						
3. The HOD strongly limits learner chatter in the classroom.						
4. The HOD always uses collaborative learning to explore questions in the classroom.						
5. The HOD rewards learners for good behaviour in the classroom.						
6. The HOD engages learners in active discussion about issues related to real world applications.						

7.	If a learner talks to a neighbour, the HOD removes the learner away from other learners.						
8.	The HOD establishes a daily routine time-table in the classroom and stick to it.						
9.	The HOD uses input from learners to create classroom rules.						
10.	The HOD always uses group work in the classroom.						
11.	The HOD allows learners to get out of their seat without permission.						
12.	The HOD uses learner input when creating learner projects.						
13.	The HOD is strict when it comes to learner compliance in the classroom.						
14.	The HOD always uses inquiry-based learning in the classroom.						

15. The HOD firmly re-directs learners back to the topic when they get off task.						
16. The HOD directs the learners' transition from one learning activity to another.						
17. The HOD insists that learners in the classroom follow the rules at all times.						
18. The HOD always adjusts instruction in response to individual learner needs.						
19. The HOD closely monitors off- task behaviour during class.						
20. The HOD always uses direct instruction when teaching.						
21. The HOD strictly enforces classroom rules to control learner behaviour.						
22. The HOD does not deviate from the pre-planned learning activities.						

23. If a learner's behaviour is defiant, the HOD will demand that they comply with the classroom rules.						
24 The HOD always uses a teaching approach that encourages interaction among learners.						
25 The HOD is good in controlling stress and conflict management in the classroom.						

26. Any other comments:

.....

.....

.....

.....

.....

.....

ANNEXURE J
EDITING LETTER

2020-06-03

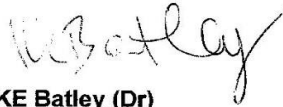
Dr Karen Batley

BA (Hons), B.Ed., UED (UCT); MA (UP); D Litt et Phil (Unisa)

Academic and language practitioner

I was responsible for the English language editing of the following thesis by Mr
RP Magabe

**The management of discipline by educators and HODs in primary schools of
Gauteng East district**



KE Batley (Dr)

Dr Karen Batley
(Academic & Language Practitioner)
082 415 6650
Office : (012) 341 9217
Fax: 086 536 2340

**APPENDIX K
ETHICAL CLEARANCE CERTIFICATE**



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2018/08/15

Dear Mr Magabe

Decision: Ethics Approval from
2018/08/15 to 2023/08/15

Ref: **2018/08/15/48196746/27/MC**

Name: Mr RP Magabe

Student: 48196746

Researcher(s): Name: Mr RP Magabe
E-mail address: ray5.magabe@yahoo.com
Telephone: +27 60 749 2656

Supervisor(s): Name: Prof EJ van Niekerk
E-mail address: vnikej@unisa.ac.za
Telephone: +27 83 276 3896

Title of research:

**The management of classroom discipline by educators in promoting the quality of
teaching and learning in primary schools of Gauteng East District**

Qualification: PhD in Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2018/08/15 to 2023/08/15.

*The **low risk** application was reviewed by the Ethics Review Committee on 2018/08/15 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*



Teleph

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
one: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2023/08/15**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2018/08/15/48196746/27/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



Dr M Claassens
CHAIRPERSON: CEDU RERC
mcdtc@netactive.co.za



Prof V McKay
EXECUTIVE DEAN
Mckayvi@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

